DOCUMENT RESUME

ED 383 356 JC 950 266

| | |
|---|---|
| TITLE | The Curriculum Standards Handbook for the California Community College. Volume I (1995, Revised): Legal and Procedural Requirements. |
| INSTITUTION | California Community Colleges, Sacramento. Office of the Chancellor. |
| PUB DATE | 95 |
| NOTE | 112p. |
| AVAILABLE FROM | Internet node cerritos.edu. From the main Cerritos Gopher menu select: California Community College Chancellor's Office Information; from the next menu select: Curriculum and Instructional Resources; from the next list select: Curriculum Standards Handbook Vol 1 (1995, Revised). |
| PUB TYPE | Guides - Non-Classroom Use (055) -- Legal/Legislative/Regulatory Materials (090) |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | Community Colleges; Curriculum Design; *Curriculum Development; *Educational Legislation; Educational Policy; Governing Boards; Legal Responsibility; *Program Validation; *State Curriculum Guides; *State Standards; Two Year Colleges |
| IDENTIFIERS | *California Community Colleges |

ABSTRACT

This document presents Volume I of the California Community Colleges Curriculum Standards Handbook, detailing legal and procedural requirements for college curricula. Following a prefatory description of the role of the standards in college accountability, section 1 provides state education codes related to the approval of community college curricula, describing the role of the Board of Governors, local college boards, and local curriculum committees. Section 2 details the conditions for delegating curriculum approval to colleges, including the need for faculty and staff to be knowledgeable of state standards, that local procedures assure that standards be applied, and that developed curricula meet standards. The third section specifies the five criteria used to approve courses and programs (i.e., appropriateness to mission, need, quality, feasibility, and compliance), while the fourth section provides regulations related to general education and associate degree standards in Title 5 of the state Education Code. This section also provides regulations related to credit courses applicable and not applicable to the associate degree; adult noncredit courses; community services classes; contract education; and legal provisions for special classes for the disabled, repeatable courses, and distance education. Section 5 provides information related to the approval of new degree and certificate programs, including definitions, authorization and documentation required for state approval, and the duration of approval. Appendixes include new degree application forms and instructions, a checklist for new programs and courses, California Postsecondary Education Commission Standards, a checklist for delegation of course approval, and examples of program changes requiring state approval. (KP)

ED 383 356

# *The CURRICULUM STANDARDS HANDBOOK*

## for the California Community Colleges

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☑ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- • Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

**Curriculum and Instructional Resources Division**
**Chancellor's Office**
**California Community Colleges**
**1107-Ninth Street**
**Sacramento, CA 95814**

**Additional copies of this Handbook are not available directly from the Chancellor's Office.**
**Please see the back of this page for instructions in obtaining an electronic copy**

JC 950 266

## *Obtaining Electronic Copies of this Handbook*

**Accessing the Handbook on the Internet:**

The ***Curriculum Standards Handbook Vol. I (1995, Revised)*** is available electronically on the Internet. Your local data processing staff should be able to help you access it via the ***Cerritos Gopher Server, as follows:***

1) From the main Cerritos Gopher menu select:
   **California Community College Chancellor's Office Information**
2) From the next menu that appears select:
   **Curriculum and Instructional Resources**
3) From the next list select:
   ***Curriculum Standards Handbook Vol. I (1995, Revised)***
4) For a brief overview of the Handbook and the other items available on this list select:
   **About Curriculum and Instructional Resources**

**Accessing the Cerritos Gopher Server:**
You can access the Cerritos gopher server at the internet node **cerritos.edu** with any gopher client, World Wide Web browser (e.g. Mosaic), or telnet session product, as follows:

| | |
|---|---|
| **Telnet:** | Telnet to **gopher.cerritos.edu** and enter the *username* **GOPHER** |
| **Gopher Clients:** | Point your gopher client to **cerritos.edu** |
| **Web Browsers:** | Point your browser to url **gopher://cerritos.edu:70/1** |

## *Questions Regarding Information in this Handbook*

Questions related to this Handbook or any other matters of curriculum and instruction should be addressed *electronically* to the Chancellor's Office discussion group on curriculum on the Internet. Official answers or other actions of the Chancellor's Office are published via this discussion group to all colleges. Before forwarding a question, please check the "Frequently Asked Questions" section of this discussion group to determine if your question has already been posed.

To pose a question and receive answers to this and other questions, you must first subscribe to the discussion group as follows:

1. Send a mail message to **MAILSERV@CERRITOS.EDU**
2. In the body of the text message include the following command on a line by itself.
   **SUBSCRIBE ccc-currhb-list**

Then you may send your question as follows:

1. Send a mail message to **ccc-currhb-list@CERRITOS.EDU**
2. In the body of the text message include Your QUESTION and your NAME, TITLE, COLLEGE, and TELEPHONE NUMBER

## *Suggestion Form for Changes to Handbook**

**Date** _____

**Name of College:** _____

**Name of Contact:** _____ **Phone #:** _____

**Page/Paragraph/Section(s) of Handbook to be discussed:** _____

**Question or Suggestion:** *(Continue on back. Attach additional pages if needed.)*

_____ _____

**Signature** **Title**

***NOTE:**

Completion of this form is NOT MANDATORY, but voluntary.

On-going solicitation of improvements to this Handbook or related state procedures does NOT mean that the procedures in this version are "only draft". ***All procedures specified in this Handbook are fully in effect*** until such time as a revised Handbook, explicitly changing them, is published.

Excerpts from legislative statutes and Board regulations and standing orders, indicated by being indented, right-justified, in bold and in a different font **(as exemplified here).** While suggestions related to these sections are still useful, changes to these sections can be made *only* with legislative or Board action, respectively.

# CURRICULUM STANDARDS HANDBOOK
## Table of Contents

**VOLUME I**
***Legal And Procedural Requirements***
**(1995)**


**Preface** iii

**1. Requirements and Purposes of State Curriculum Approval**
- 1.1 State and Local Approval Requirements 2
- 1.2 Definitions 3
- 1.3 State Curriculum Standards 3
- 1.4 Purpose of State Standards and Approval Requirements 4
- 1.5 Curriculum Standards Handbook 5
- 1.6 Local Curriculum Committees 7

**2. Course Approval Authorities Delegated to Qualifying Colleges**
- 2.1 Chancellor's Office Approval Authorities for Curriculum 9
- 2.2 Approval Authorities Delegated to Local Colleges 10
- 2.3 Approval Authorities Not Delegated to Local Colleges 11
- 2.4 Conditions for Delegated Approval 11
- 2.5 Restrictions on Delegated Approval Authority 13
- 2.6 Regional Colloquia 14
- 2.7 Audits of College Curricular Practices 15

**3. Five Approval Criteria for Courses and Programs**
- 3.1 Appropriateness to Mission 17
- 3.2 Need 18
- 3.3 Quality 18
- 3.4 Feasibility 18
- 3.5 Compliance 18

**4. Title 5 and Intersegmental Standards for Courses**
- 4.1 Associate Degree and General Education Courses 19
- 4.2 Credit Courses Applicable to the Associate Degree 23
- 4.3 Credit Courses Not Applicable to the Associate Degree 24
- 4.4 Adult Noncredit Courses 25
- 4.5 Community Services Classes 26

**4. Title 5 and Intersegmental Standards for Courses (Cont.)**

| | | |
|---|---|---|
| 4.6 | Contract Education Courses or Sections | 26 |
| 4.7 | Course Prerequisites | 28 |
| 4.8 | Particular Legal Provisions | 31 |
| 4.8.1 | DSP&S Classes | 31 |
| 4.8.2 | Repeatability | 34 |
| 4.8.3 | Distance Education | 35 |

**5. Approval of New Degree and Certificate Programs**

| | | |
|---|---|---|
| 5.1 | Definition of *'Educational Program'* | 39 |
| 5.2 | Requirement for State Approval of New Programs | 40 |
| 5.3 | Authorization to Offer a New Degree or Certificate Program | 41 |
| 5.4 | Documentation Required for State Approval of New Educational Programs | 42 |
| 5.5 | Format and Timelines for Submission of Application for a New Program | 43 |
| 5.6 | Duration of Program Approval | 44 |
| 5.7 | Reporting Existing Courses and Programs (Preliminary Information) | 48 |

**6. Approval of New Noncredit Courses**

*1996*

**7. Reporting of Programs and Courses**

*1996*

**8. Review of Existing Programs and Course Offerings**

*1996*

**9. Termination of Programs**

*1996*

## APPENDICES TO VOLUME I (1995)

| | |
|---|---|
| **Appendix A** | Applying for a New Educational Program: *Forms and Instructions* |
| **Appendix B** | CCC Chancellor's Office Review *Checklist* for New Programs and Courses |
| **Appendix C** | California Postsecondary Education Commission (CPEC) Standards |
| **Appendix D** | Delegation Checklist: *Form* |
| **Appendix E** | Changes to Programs Requiring State Approval: *Examples* |

## ADDENDA TO VOLUME I

Addenda addressing specific issues or summarizing answers to frequently asked questions regarding legal requirements and procedures will be published by the Chancellors Office as needed. As official extensions of Volume I of the Handbook on Legal and Procedural Requirements, these addenda should be distributed to all users of the Handbook.

## VOLUME II *Good Practices* *(1995-96)*

Materials developed under the leadership of the Statewide Academic Senate, in order to assist colleges in meeting state requirements and to facilitate the exchange of curricular expertise among faculty and administrators throughout the system will be published as they become available. The first materials to be incorporated herein are scheduled for publication in 1995-96.

## INDEX TO VOLUMES I AND II

The index will be regularly updated to incorporate new material and to reference related topics as they occur in both Volumes I and II.

# *The*
# CURRICULUM STANDARDS HANDBOOK

***for the California Community Colleges***

## VOLUME I
***Legal and Procedural Requirements****

**Sections 1-5**

***Revised***
## MARCH, 1995

**Division of Curriculum and Instructional Resources**
**Chancellor's Office**
**California Community Colleges**
**1107-Ninth Street**
**Sacramento, CA 95814**

## Acknowledgments

During 1993-1995, the 1992 Curriculum Standards Handbook was revised by the Curriculum and Instructional Resources Division of the Chancellor's Office, with advice from an Interim Advisory Committee appointed by the Chief Instructional Officers, the Statewide Academic Senate, the Chief Student Service Officers, and the California Community College Association of Occupational Educators. All statements in the following Handbook that resulted from this extensive collaboration are the responsibility of the Chancellor's Office and do not necessarily represent the view of the individuals who assisted in drafting or reviewing drafts of the document.

***Interim Advisory Committee on Curriculum Procedures (1993-94)***

| ***Co-Chairs*** | ***Title/Department*** | ***Community College*** | ***Committee*** |
|---|---|---|---|
| Merrilee Lewis | Vice-President of Instruction | Palomar | CIO |
| Jeanne Rincon-Germond | Instructor in Foreign Languages; Vice President of the Academic Senate | Fullerton | Senate |
| ***Members*** | | | |
| Carolyn Abrams | Counseling | Cosumnes River | Senate |
| Susan Bell | Associate Dean of Instruction | Mendocino | CCCAOE |
| Elmer Bugg | Business | Santa Monica | Senate |
| Annette Dambrosio | Language Arts | Solano | Senate |
| Mary Dolven | Director, Library Services | Diablo Valley | CIO |
| Carrie Douglas | Dean of Instruction | Merritt | CIO |
| Len Price | Appliance Repair | Los Medanos | Senate |
| Chuck Van Patten | Philosophy | Cosumnes River | Senate |
| Bob Rockwell | Vice-President of Instruction | Mt. San Jacinto | CIO |
| Bill Scroggins* | Chemistry | Chabot | Senate |
| ***Staff*** | | | |
| Rita Cepeda | Vice Chancellor of Curriculum and Institutional Resources | | COCCC |
| Lynn Miller** | Dean of Curriculum and Instructional Resources | | COCCC |
| Nancy Glock-Grueneich*** | Specialist in Curriculum and Instruction | | COCCC |
| Kathy Warriner | Specialist in Basic Skills Curriculum and Instruction and Distance Education | | COCCC |
| ***Resource Persons*** | | ***Representing*** | |
| Fred Trapp | Associate Dean of Instruction | Long Beach | |
| Rosalie Amer | Librarian | Cosumnes River | |

* Reorganized and drafted portions of the 1995 Handbook, particularly Section 2.
** Handbook Editor
*** Drafted final version of the 1995 Handbook, Volume I, and Appendices A, B, D & E.

In addition, *many* specific suggestions have been made by practitioners in the field based upon their experiences using earlier versions of the Handbook. While they are not specifically identified here, their contributions have been invaluable.

# CURRICULUM STANDARDS HANDBOOK

## VOLUME I
## *Legal and Procedural Requirements*

## *Preface*

### Goals of State Curriculum Standards and Requirements

This preface explains the purposes behind the legal and procedural requirements described in Volume I, as they are summarized in law and implemented in the practice of the Chancellor's Office. An understanding of these purposes may be of help in orienting those new to curricular responsibilities in the California Community Colleges and in judging particular cases or addressing issues related to the approval, reporting, and review of courses and programs.

**1. "An Integral and Effective Element in the Structure of Higher Education"**

The California Legislature, upon the Governor's ratification, has charged the Board of Governors with the responsibility for providing leadership and direction in the continuing development of the California community colleges as an integral and effective element in the structure of higher education. Community colleges develop as "an integral and effective element in the structure of public higher education" insofar as they succeed in focusing scarce public resources upon instruction critical to the system. And this effort in turn necessarily depends upon the success with which *written* Outlines of Record for each course communicate to faculty and students alike, in every section of a course, the scope and rigor to be expected in this instruction.

Strong curricula make strong partnerships between segments. Outsiders can rarely know more about the value of what students are learning than can be conveyed in writing in an Outline of Record. And it is primarily through an explicit, inclusive and systematic process of drafting and redrafting program requirements and written Outlines of Record that the various stakeholders in public community colleges gain their chance to help define what they are willing to pay for and to focus resources on what they most need of the system in the way of substance and currency.

Approval at the state level of the new programs thus assures not only that tax dollars are being expended for programs that are as well designed as possible but also that

these programs fulfill purposes that best reflect the priorities of California's taxpayers and other constituencies.

Standards for the written documentation of curriculum and for the design and justification of new programs are thus critical to the system's ability to fulfill its curricular obligations to students, to faculty, and to California.

***The Foundation for Accountability***

An institution cannot be fairly judged unless the expectations against which its performance is to be judged have been clearly stated in advance. In higher education, it is the written curricula that are the core of the "contract" defining what those who support the institution have the right to expect of that institution as to the knowledge and skill graduates will have gained, and as to the amount of time and other resources that will have to be expended in achieving these outcomes.

Only when faculty and students alike have access to such written agreements, and when these agreements are clear and substantive enough to guide instruction in every section of each course, can they hold themselves accountable for achieving the agreed upon level of rigor, across sections, across faculty, and over time.

In an era of shrinking resources, growing public unrest, and challenges to rethink the mission and structure of higher education, our ability to define the standards by which we shall be judged, and to document the good work going on in our classrooms, becomes ever more essential. It is the Outlines of Record and catalog descriptions that convey the content of our courses and programs and form the benchmark against which the judgments of transfer institutions, employers, policy-makers, and students themselves are made. And it is to these documents also that the public turns in judging how much is being contributed by the California Community Colleges to the economic prosperity and social justice of the state and to the democratic and occupational competence of its citizens.

In these times, what we write about what we do in the classroom must be able to stand up to the most intense scrutiny.

***A Means to Improved Effectiveness***

Good curricula not only help maintain consistency in the quality of instruction, they also help raise that quality. The extended discourse regarding curriculum content and the structure of good curriculum design that results from rigorous local processes of curriculum review stimulate faculty in their efforts to conceive of better designs.

State involvement in the definition and reinforcement of system-wide standards of clarity and substance in the written curriculum also helps implement curricular solutions to the fiscal crisis. Where improved effectiveness in the design of courses results in significant cost savings, other colleges can readily realize these improvements, and the associated savings, on their own campuses if there are Outlines of Record available for those courses. But these outlines can serve that

purpose only if they are clear and complete enough to adequately document what made the curriculum at the originating campus so cost effective.

***A Way of Implementing Educational Values***

State involvement in the promotion of curriculum standards and in the approval of individual programs not only provides the explicitness and consistency necessary for accountability, it can also facilitate the communication necessary for disseminating improved practices. System-wide promotion of the core educational values can help reinforce these values on individual campuses.

These values suggest that the colleges and the Chancellor's Office carry out their curricular responsibilites with particular consideration for the following:

- **Student Access & Success.** Assuring the availability on every campus of the full range of the curriculum traditionally covered in lower division transfer and vocational programs, providing effective instruction in the full range of basic skills essential to access and student success, promoting curricula, instruction, and institutional policies known to increase the access, self-esteem, and success of economically and/or educationally disadvantaged students, in particular.

- **Social Well-Being.** Fostering the ability of people to maintain and appreciate the core disciplines, diverse cultural traditions and democratic communities and workplaces.

- **The California Economy.** Supporting the flexibility and currency of California's labor pool; anticipating its present and future human resource needs; encouraging foreign and out-of-state companies to invest and locate in California; and paying particular heed to the economic and cultural needs of the many rural communities served only by the community colleges.

- **State Priorities.** Approving only curricula that accord with the priorities and constraints of the state as expressed or implied in law, background papers, and reports of other state agencies charged with formulating policies expressive of the will of the people.

- **Cost Control.** Increasing productivity and effectiveness, minimizing local district workload relative to the benefits of instruction, and avoiding duplication of effort, delays for institutions and students, and wastes associated with student attrition or credit loss after transfer.

- **Local Responsiveness.** Supporting the continued ability of the community colleges to respond to the specific needs of their local communities and to hold themselves accountable for their success.

- **Academic Freedom.** Supporting the full exercise of independent thought and professional discretion on the part of faculty and staff wherever appropriate, particularly where to do so is essential to the encouragement of effectiveness,

originality, diversity of perspectives, and the independent assessment of the ends and actions of the state and other institutions.

***A Basis for Equal Partnership Among Segments***

In addition to its more general oversight of curriculum, the Board is also mandated to promote the articulation of its curricula with the other segments.

With strong written curricula, widespread understanding of curriculum standards, and procedures that give community college faculty primacy in applying these standards, faculty working across the segments can come to trust each other's work more fully. They become more willing to rely upon the products of local review processes. In such an atmosphere, it becomes easier not only to articulate courses but to work as equal partners and to avoid overly prescriptive and time-consuming procedures that impede student transfer and dampen curricular innovation.

**2. "Maintain and continue to the maximum degree permissible, local authority and control..."**

The Board of Governors is also mandated by the California Legislature, upon the Governor's ratification to assure the overall quality and mission-appropriateness of the curriculum of the colleges. This Handbook makes clear that this must be done in a way that enhances the direct responsibility of those colleges for their curricula. Accordingly, all curriculum actions and procedures of the Chancellor's Office are governed by the following principles:

- **Advance Notice/Fair warning.** Every effort will be made to assure that (i) colleges understand in advance the criteria, processes, and policies in use, and that (ii) any changes in policy or broadly applicable precedents established by particular actions are made available to all of the colleges that could be affected, following appropriate consultation.

- **Consistency and Soundness.** Decisions regarding local curricula made in one set of circumstances by the Chancellor's Office will be made again whenever similar circumstances arise, and will be based upon explicitly stated, internally consistent, and educationally sound concepts and principles that are fully explained to the colleges affected.

- **Equitable Handling of Differences.** Differences between colleges that have no detrimental educational or fiscal impact will be respected in Chancellor's Office actions.

- **Feasibility.** Timelines set for colleges or for Chancellor's Office actions which affect colleges will be established to fit into the calendar and normal routines of the college, wherever possible, and to otherwise minimize the impact on the resources of the local colleges and districts of the required approval, reporting, and review procedures.

- **Elimination of Impediments to Local Effectiveness.** Insofar as possible, Chancellor's Office procedures on curriculum and instruction will be designed to facilitate the work of the local campus, to support overall effectiveness and sound innovation, and to create no unnecessary impediments to good practice or sound innovation.

***To help assure that the above goals are met, users of this Handbook are encouraged to forward suggestions using the form that follows the cover page.***

# Curriculum Standards Handbook, Volume I

## Section 1
## Requirements and Purposes of State Curriculum Approvals

**IMPORTANT: Please note that excerpts from legislative statutes and Board regulations and standing orders are indented, right-justified, in bold and in a different font (as exemplified here).**

Section 70901(b)(10) of the California Education Code requires the Board of Governors to approve all new programs and those new courses that are not part of approved programs, an authority delegated to the State Chancellor's Office. Standing Order #402 of the Board of Governors requires the Chancellor's Office to publish the criteria and procedures for carrying out these approvals in a Handbook. Section 70902(b)(2) also mandates individual colleges to uphold state standards for courses and programs, based upon curriculum policies each district is mandated to establish. These responsibilities are carried out through a curriculum committee constituted as required by T.5§55002a. Sections 55001 and 55006 of Title 5 specify college curriculum reporting obligations that will be addressed in Section 7 of this Handbook, currently anticipated for publication in 1995-96.

As explained in Section 2.2, for colleges that demonstrate on a continuing basis the adequacy of their local curriculum procedures for upholding the standards laid out in this Handbook, the Chancellor's Office delegates the authority to approve courses not part of approved programs (i.e. stand-alone courses) through their district's own procedures without separate Chancellor's Office approval. The Chancellor's Office periodically renews that delegation. The authority of the Board of Governors to approve new programs **has not** been delegated to the colleges but continues to be an obligation carried out by the Chancellor's Office.

## 1.1 State and Local Approval Requirements

Each of the other segments of public higher education in California, the University of California, and the California State University system, as well as the California Community Colleges, must seek the approval of their central system offices for the establishment of new educational programs. All three segments must also seek concurrence in the approval of new programs and the coordination of such approvals from the California Postsecondary Education Commission. Similar requirements exist in forty-eight other states as well.

**Ed.C. §70901(b) Board of Governors [State]**

**"...[T]he board of governors shall provide general supervision over community college districts, and shall...**

> **(1) Establish minimum standards as required by law, including, but not limited to...**
> **(D) [m]inimum standards for credit and noncredit classes...**
>
> **(8) Facilitate articulation with other segments of higher education with secondary education.**
>
> **(9) Review and approve comprehensive plans for each community college district. The plans shall be submitted to the board of governors by the governing board of each community college district.**
>
> **(10) Review and approve all educational programs offered by community college districts, and all courses that are not offered as part of an educational program approved by the board of governors.**

**Ed.C. §70902(b)(2) Governing Board [District]**

> **The governing board of each community college district shall...[e]stablish policies for and approve courses of instruction and educational programs. The educational programs shall be submitted to the board of governors for approval. Courses of instruction that are not offered in approved educational programs shall be submitted to the board of governors for approval. The governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs without referral to the board of governors.**

**CCR T.5 §51021 Curriculum**

> **Each community college shall establish such programs of education and courses as will permit the realization of the objectives and functions of the community college. All courses shall be approved by the Chancellor in the manner provided in Chapter 1 (commencing with Section 55000) of Division 6 of this part.**

**CCR T.5 §51022 Instructional Program**

**(a) The governing board of each community college district shall, no later than July 1, 1984, develop, file with the Chancellor, and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in Section 78016 of the Education Code.**

**(b) The governing board of each community college district shall, no later than July 1, 1984, develop, file with the Chancellor and carry out its policies and procedures to provide that its courses and programs are articulated with proximate four-year colleges and high schools.**

**CCR T.5 §55100 Course Approval**

**(a) Except as provided in subsection (b) and Section 55160 [exempting community service classes], each course to be offered by a community college shall be approved by the Chancellor before the course is offered by the colleges. The course shall be submitted to the Chancellor on forms provided by the Chancellor's Office.**

**(b) If an educational program has been approved by the Chancellor, the governing board of a district shall establish policies for, and may approve individual courses which are offered as part of an approved program. Such courses need not be approved by the Chancellor, but shall be reported in the manner provided in subsection(c).**

**(c) For each course approved by a district, whether or not Chancellor's Office approval is required, the district shall designate the appropriate classification of the course or activity in accordance with Section 55001 [defining categories of instruction to be reported].**

## 1.2 Definitions

**CCR T.5 §55000 Definitions.**

**(a) "Course" means an organized pattern of instruction on a specified subject offered by a community college.**

**(b) "Educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.**

**(c) "Class" means a community services offering.**

## 1.3 State Curriculum Standards

**Ed.C. §70901(b)(1)(D)**

**...[T]he board of governors shall provide general supervision over community college districts, and shall...(1) Establish minimum standards as required by law...(D)...for credit and noncredit classes.**

State standards to be used in the approval and the review of curricula include standards expressed or implied in statute and regulation, the published expectations of other segments of public higher education, and standards of good practice. Standards of good practice are those routinely assumed in the development, review, and approval of new and existing curricula, system wide, intersegmentally, and by the various accrediting bodies.

Many of these standards have been explicated in the Handbooks of local faculty and curriculum committees, documents of the Academic Senate for the California Community Colleges, and in the resource materials and textbooks used for faculty development and graduate instruction in curriculum design and instructional methods.

State standards also incorporate the expectations of employers as these are stated in various federal and statewide policies, the work of state and local industry advisory committees, and the standards for various licenses and certificates.

These standards are explained and referenced in this Handbook, and/or during the review and approval of new programs or courses at the state level. These standards form the basis for the technical assistance to colleges regarding curriculum development and approval that is provided by both the Chancellor's Office and the Academic Senate. They constitute the framework within which colleges are accorded delegation of approval of stand-alone credit courses and demonstrate their ability to maintain such delegation.

### 1.4 Purpose of State Standards and Approval Requirements

This Handbook primarily contains information regarding state requirements that govern local curriculum processes. In addition, some information is included that explains the Chancellor's Office intent in establishing standards and procedures for these requirements. This latter material does *not* constitute or create legal requirements for local colleges. In order to emphasize this point and to lessen the possibility of misunderstanding, a discussion of the purpose of state standards and approval requirements has been included as the Preface to this Handbook.

## 1.5 Curriculum Standards Handbook

In order that colleges be provided with the information needed to fulfill their curriculum obligations, the Board of Governors directs in Standing Order #402 that:

> **(a) The Chancellor shall prepare, distribute, and maintain a detailed Handbook for use by the local educational agencies. The Handbook shall contain *course approval criteria, implementation plans for administrative regulations*, and *procedures for securing course and program approvals.* (Italics added for emphasis).**
>
> **(b) The Chancellor shall monitor and review courses and programs which were approved under the provisions of Section 70901 of the Education Code for compliance with applicable statutes and regulations on a periodic basis.**

In October 1992, the first edition of the *Curriculum Standards Handbook* was published. It replaced most of two previous Chancellor's Office publications, the 1985 *"Program and Course Approval and Reporting Procedures Handbook"* and the 1987 *"Course Standards Handbook."* In March 1995 this second edition of the Curriculum Standards Handbook was made available to the colleges system-wide, both electronically and in binder format.

To more clearly delineate requirements from suggestions regarding good practice, the current Handbook will be divided into two volumes, "Volume I: Legal and Procedural Requirements" published in 1995, and "Volume II: Good Practices" projected for publication in 1996.

### 1.5.1 Scope and Purpose of Present Sections of *Volume I*

Sections 1-5 of this ***1995 Curriculum Standards Handbook, Volume I: Legal and Procedural Requirements,*** explain the basis for Chancellor's Office approval and the reasons for the documentation required. They define the standards that colleges are to meet in obtaining approval of local curricula and in maintaining delegated authority to approve courses that are not part of approved programs. A summary of these expectations is included in two places: Appendix B, the checklist used by the Chancellor's Office for the approval of new programs; and Appendix D, the checklist colleges use to indicate their fulfillment of the three conditions for the delegation of approval.

This version of the Handbook also includes the administrative regulations on curriculum committees, prerequisites, distance education, and other matters related to curriculum.

1.5.2 Additional Sections to Volume I Projected for 1995-96.

Sections 6-9, to be published during 1995, as shown in the Table of Contents, will carry out the requirements of Standing Order #402 regarding noncredit courses, curriculum reporting requirements, curriculum review, and program termination requirements.

Once complete, ***Volume I of the Curriculum Standards Handbook,*** dealing with *Legal and Procedural Requirements*, will incorporate and guide the implementation of all California laws bearing upon the quality of curriculum in the community colleges.

1.5.3 Scope, Purpose and Development of Volume II

During 1996, Volume II on *Good Practices* will be prepared jointly with the Academic Senate and Chief Instructional Officers. It will incorporate the experiences of colleges in defining and maintaining excellence in the development and renewal of local curriculum.

1.5.4 Intended Audience for the *Curriculum Standards Handbook*

All college personnel with curriculum responsibilities should have direct access to this Handbook. The first condition for retaining delegation of the authority to approve new credit courses locally, as explained in 2.4.1 below, requires ***"Knowledge on the part of faculty and staff charged with curriculum review...of the information in this Handbook and related materials on curriculum design and instructional methods."***

In addition, faculty and others involved in developing new courses or programs, in updating existing curriculum, or in evaluating existing programs, should be familiar with this material.

Ordinarily, those who should have read the most current version of this Handbook, therefore, and who should either have copies or have access to copies, include:

- Curriculum Committee Members
- Academic Senate Representatives
- Division & Department Heads
- Chief Instructional Officers
- Instructional Administrators
- Vocational Deans
- Student Service Administrators with DSP&S or Basic Skills responsibilities
- Articulation Officers
- Librarians and Learning Resources Managers
- Faculty who are developing or updating courses or programs
- Any others who recommend the approval or continuance of courses or programs

## 1.6 Local Curriculum Committees

### 1.6.1 Structure and Membership

**CCR T.5 §55002(a)(1)**

> **The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall either be a committee of the academic senate or a committee which includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.**

### 1.6.2 Scope of Responsibilities

Curriculum committees established under CCR T.5 §55002 are responsible for:

- Determining that courses meet the standards for quality in CCR T.5 §55002 *(See 4.2)*

- Defining critical thinking and college level as called for in CCR T.5 §55002 *(See 4.2)*

- Scrutinizing prerequisites as required in CCR T.5 §55201(d) *(See 4.7)*

- Determining that credit courses approved under CCR T.5 §55805.5a fulfill the intersegmental expectations for either (i) submission of general education courses to the Intersegmental General Education Transfer Core (IGETC) and/or (ii) the general education standards of the California State University (CSU) as stated in CSU Executive Order 595; or the transfer standards for electives and major requirements to campuses of CSU, and the University of California, and/or other postsecondary colleges and universities *(See 4)*

- Determining that credit courses approved under §55805.5b meet the standards of the occupation for which they prepare students *(See 4.1)*

- Determining that special classes offered pursuant to CCR T.5 §56028 meet the guidelines therein *(See 4.8.1)*

- Reviewing distance education courses for conformity to state regulations and guidelines *(See 4.8.3)*

1.6.3 Additional Responsibilities

Under the collegial consultation provisions of AB1725 *(i.e., CCR T.5 §51023)* many colleges assign a variety of other responsibilities to their curriculum committees including the determination of associate degree requirements, the general education status of courses, the recommendation of courses for transfer and articulation, and the review of existing courses and programs.

# Section 2
# Course Approval Authorities Delegated to Qualifying Colleges

**IMPORTANT: Please note that excerpts from legislative statutes and Board regulations and standing orders are indented, right-justified, in bold and in a different font (as exemplified here).**

The Board of Governors delegates its oversight responsibility for the community college curriculum and instruction to the Chancellor's Office. The Chancellor's Office, in turn, delegates specified parts of its authority to local districts on a conditional basis. The precise scope of these local authorizations, the conditions of their delegation, and the procedures for maintaining them are described in this section.

## 2.1 Chancellor's Office Approval Authorities for Curriculum

The California Education Code requires the Board of Governors to:

**(1) Establish minimum standards as required by law...[for] credit and noncredit classes...**
**(8) Facilitate articulation with other segments of higher education with secondary education...**
**(10) Review and approve all educational programs offered by community college districts, and all courses that are not offered as part of an educational program approved by the board of governors. [Ed.C. §70901(b)]**

It permits the Board of Governors to:

**(c) ...[A]dopt rules and regulations necessary and proper to execute the functions specified in this section...[Ed.C. §70901(c)]**

And it also permits the Board of Governors to delegate these oversight functions:

**Ed.C. §70901(d)**

> **Wherever in this section or any other statute a power is vested in the board of governors, the board of governors, by a majority vote, may adopt a rule delegating that power to the chancellor, or any officer, employee, or committee of the California Community Colleges, or community college district, as the board of governors may designate. However, the board of governors shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of delegation.**

The Board of Governors has delegated the following powers to the Chancellor's Office:

1. District Comprehensive Plans: Ed.C. §70901(b)(9); Title 5 §51008

2. Approval of New Programs: Ed.C. §70901(b)(10); Title 5 §55130 *(See 1.5.)*

3. New Degree and Non-degree Credit Courses Not Part of Approved Programs: Ed.C. §70901(b)(1)(B) and (10); CCR T.5 §55100(a), *(See 1.4.)*

4. New Noncredit Courses: Ed.C. §70901(b)(10); CCR T.5 §55002(c) and §55150 *(To be addressed in Section 6, anticipated for publication in 1995-96.)*

5. Repeatability for Specified Courses: CCR T.5 §58161(c) *(See 4.8.)*

## 2.2 Approval Authorities Delegated to Local Colleges

In turn, in order to support local commitment to curriculum quality and the professional autonomy of faculty, the Chancellor's Office delegates to colleges that meet specified conditions, the following authority to act without separate Chancellor's Office approval:

- Approve new *credit* courses not part of approved programs. Under this authority, new and existing courses may be assigned a TOP code without regard to whether the college has approval for that TOP code.

- Determine that a given course meets the conditions of repeatability in accordance with provisions of CCR T.5 §58161(c).

- Enter into conjoint programs between specified colleges within a district that allow one college in the district to offer introductory and intermediate courses to be counted toward a degree or certificate approved by the Chancellor's Office for a different college.

In addition, colleges continue to have the authority to:

- Approve graduation requirements that apply to all students seeking the associate degree, including general education requirements as outlined in T.555806.

- Recommend patterns of courses to students for transfer or to meet other student goals and publish them in the catalog as recommendations for the convenience of students and counselors.

- Modify existing programs as needed to increase effectiveness or maintain currency in relation to the original program goals and objectives. *(See 5.)*

## 2.3 Approval Authorities *Not* Delegated to Local Colleges

The establishment of *new programs* is **not** delegated to the colleges. Chancellor's Office approval, i.e., inclusion in the Chancellor's Office Inventory of Approved Programs, is still required before a college can take any of the following actions:

- Offer either new degree programs or certificate programs requiring 18 or more semester units in specified courses.

- Advertise such programs in catalogs, class schedules, promotional materials, etc.

The approval of new *noncredit courses* is also **not** delegated to the colleges.

## 2.4 Conditions for Delegated Approval

Colleges must demonstrate, by their documented actions and practices, that all credit courses locally approved under this delegation of state powers meet the relevant state standards. Documentation that the conditions for delegation are being met must be maintained by a college. A Delegation Checklist detailing the documentation requirements is in Appendix D. This checklist is to be submitted to the Chancellor annually according to a schedule that will be published during 1995.

### 2.4.1 Knowledge

The first condition is that faculty and staff charged with curriculum review, will know state standards and requirements for curriculum review and approval, including in particular the information in this Handbook and addenda, as well as general standards of good practice in curriculum and instructional design.

### 2.4.2 Procedures

The second condition is that the procedures employed both by the curriculum committee and in other phases of the local curriculum development and approval process assure that standards can be responsibly applied. Relevant indicators that this condition is met include:

a) Reviewers follow a process that is systematic and well-publicized and that includes both those with disciplinary expertise in the subject matter at issue and those outside the discipline who are affected by the course.

b) Handbooks, checklists, and model outlines, or other aids, used in the review process, correctly address this Handbook's standards.

c) Faculty are accorded the scope of responsibilities mandated in law.

d) Reviewers are provided information on the particular courses or programs that is substantive, complete, specific and timely enough to enable them to apply these standards independently and appropriately.

### 2.4.3 Curriculum

The third condition is that continuing delegation requires that colleges be able to assure that they produce approvable Course Outlines of Record that are in compliance with the standards specified in Sections 3 and 5 of Volume I of this Handbook; and would typically be acceptable as meeting the requirements of transfer receiving institutions.

## 2.5 Restrictions on Delegated Approval Authority

The authorization described in Section 2.2 must be periodically renewed by the Chancellor's Office based upon the college's continuing fulfillment of the three conditions of delegation. Renewal may be based upon documentation specified in the Delegation Checklist and submitted upon request and/or by periodic reviews of the actual practices of colleges to determine whether these conditions are being fulfilled. Details for obtaining such renewal will be published as part of Section 7 on curriculum reporting. Except as specified below, existing delegation continues in force until such procedures have been published.

At the discretion of the Chancellor's Office--and in consultation with affected districts--the delegation of any or all of the above powers may be retracted, for individual colleges, or for the system as a whole, notwithstanding the fact that the conditions specified herein have been and are currently being fulfilled by the affected colleges.

Where policy or other issues arise with particular types of courses, the Chancellor's Office may assist the system in addressing these issues by designating these types of courses as requiring a higher level of scrutiny for some duration of time, pursuant to Ed.C. §78200.5. Such designation may be made as part of the annual report on Curriculum Quality to the Board of Governors, or as otherwise needed.

In such a case, one or more of the following actions, or some similar actions will be taken, after due consultation with those affected:

- Development, with the assistance of knowledgeable faculty, of the resource materials and sample Outlines of Record for the curriculum area at issue.

- Development of advisories or addenda to the Curriculum Standards Handbook, Chancellor's Office Procedures, and/or Board policies specific to the area, as appropriate.

- Submission by all colleges, or by those involved in the colloquia in any given year, of all or a sample of the Outlines of Record for such courses to be reviewed by the Chancellor's Office, usually with the assistance of discipline faculty.

- Exemption from the delegation of stand-alone credit course approval of courses in that curriculum area and submission of all new stand-alone courses in that area to the Chancellors Office for approval until the matter is resolved.

In the last case, definitions of the kinds of courses on the list, explanations of their inclusion, and forms and procedures for seeking state approval for that type of course will be made available to colleges by the beginning of the next semester following the announcement of the restriction. Restrictions upon particular courses in that area would not go into effect until the second semester following the announcement.

### 2.6 Regional Colloquia

To assist colleges in maintaining delegation of approval authority, Regional colloquia will be convened on a three year cycle, beginning with the first 1995-96 term. At that time, colleges will have the opportunity to share their supporting documentation, including such items as local Handbooks and training materials and sample course Outlines of Record, where appropriate. As currently envisioned, a college will have opportunity to participate in a colloquia for one day's duration once in every three years.

Each year the colloquia will be planned in consultation with the approximately thirty colleges that will be participating in that year, to cover:

- Updates on changes to law and state procedures

- Sharing of procedures and conceptions of good practice

- Sharing and discussion of Outlines of Record that are exemplary, typical, or problematic

- Issues of regional or systemwide concern

- Suggestions for improving systemwide procedures, revisions to the Handbook, etc.

Primary leadership for the colloquium process will be provided by the Academic Senate, coordinated by a standing Advisory Committee to the Chancellor's Office on Curriculum and Instruction, working with the colleges that will be participating in the colloquia in that year. Colloquia participants may suggest other assistance that can be provided to help colleges maintain intersegmental acceptance of their courses, fulfill the three conditions of delegation, and otherwise meet the curriculum standards in this Handbook.

## 2.7 Audits of College Curricular Practices

Contracted district audits and audits conducted by the state Department of Finance may employ audit tests of district compliance with the curricular statutes and regulations cited in this Handbook. Colleges who have delegated authority to locally approve their own courses will not be asked to provide evidence of state approval of their stand-alone courses but may be subject to audit tests of their fulfillment of the conditions of delegation based upon the documentation they maintain regarding that fulfillment.

When evidence occurs that a college is not meeting the conditions for continuing delegation, the Chancellor's Office will provide assistance to help rectify this situation so that the college might continue to receive delegated authority. However, if the conditions for delegation continue unmet, the Chancellor's Office will withdraw the delegation until such time as the college is once again able to demonstrate that it is meeting these conditions.

# Section 3
## Five Approval Criteria for Courses and Programs

**IMPORTANT: Please note that excerpts from legislative statutes and Board regulations and standing orders are indented, right-justified, in bold and in a different font (as exemplified here).**

This section specifies the five criteria used by the Chancellor's Office to approve courses and programs. Courses or programs whose documentation does not demonstrate that all of these criteria are met cannot be approved by this office. Likewise, any state disapproval must be justified in terms of the failure to meet one or more of these criteria. Colleges that have delegated credit course approval authority are similarly obligated by the third condition of that delegation to disapprove new courses, and not recommend for state approval new program proposals, whose course Outlines of Record and other documentation fail to demonstrate that all five of the criteria listed below are met.

These five criteria are derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design. By defining and explaining these criteria in this Handbook, and in consistently abiding by them in its actions, the Chancellor's Office fulfills the requirement that it publish a Handbook that *"...shall contain course approval criteria."* This section and the two sections following, together with Appendices A and B, fulfill its further obligation to publish the *"...procedures for securing course and program approvals."*

### 3.1 Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as formulated in Title 5§§ 55130(b)(5), and 55180 and with the mission and comprehensive or master plan of the college. Curriculae fall within the mission when designed to be taught to lower division students for credit towards the degree, and/or for purposes of transfer, occupational preparation, or career supplementation or upgrade, rather than for avocational use. Courses that develop the ability of students to succeed in college level courses and adult noncredit instruction also fall within the mission.

For courses to be mission appropriate, they must also *not* be designed primarily to provide group activities or services, (e.g. physical activity, counseling, or assessment) but rather to provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade. Avocational, community service, and contract courses do not qualify for state funding, but do fall within the mission if they are self-supporting.

### 3.2 Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program.

### 3.3 Quality

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required. Outlines of Record for each course meet the standards outlined in Section 4.

### 3.4 Feasibility

The college has the resources to maintain the course or program in which the course is required at the level of quality described in course Outlines of Record and the new program application. Local approval procedures for new curriculum incorporate a detailing of costs sufficient to determine that this criterion can be fulfilled by the college.

In the case of programs, the college's affirmation of its ability to offer the program is based at least partly upon an analysis of cost estimates and includes a commitment to offer the required courses at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

### 3.5 Compliance

The course or program complies with all other laws applicable to it, including federal regulations, licensing requirements, and the particular legal requirements for courses explained in 4.8 of this Handbook.

# Section 4
## Title Five and Intersegemental Standards for Courses

**IMPORTANT: Please note that excerpts from legislative statutes and Board regulations and standing orders are indented, right-justified, in bold and in a different font (as exemplified here).**

It is the responsibility of the college and its curriculum committee to assure that the standards summarized in Division 6 of Title 5 of the California Code of Regulations, i.e., the regulations that govern curriculum procedure in the California Community Colleges, are fulfilled for all new and existing courses. It is also their obligation to assure that all courses that are offered for transfer meet the particular standards of the institutions for which they are to be counted as transfer, especially those put forward for inclusion in systemwide agreements, such as IGETC (i.e. the Intersegmental General Education Transfer Core.)

Where Outlines of Record for new or existing courses are submitted to the Chancellor's Office as part of an application for a new program approval, it becomes the direct responsibility of the Chancellor's Office to uphold these standards. New program applications whose course Outlines of Record do not meet these standards will therefore be disapproved. A detailed checklist of what the Chancellor's Office looks for in reviewing Outlines of Record in connection with new program approval is included in this Handbook as Appendix B.

The Chancellor's Office may review a college's Outlines of Record as part of the process of continuing delegation. As explained in Section 2.5, above, Outlines of Record for courses in particular areas of the curriculum that have been identified by the Board of Governors as problematic may also be requested from colleges. In all such cases, the regulations excerpted below and the criteria laid out in the previous section will govern the actions of the Chancellor's Office.

### 4.1 Associate Degree and General Education Courses

Courses approved through the local curriculum review process as suitable for the fulfillment of associate degree and general education requirements must reflect an understanding by those reviewing the courses of both the expectations of the Board of Governors and those of 4-year colleges and universities. The standards

for the Community College associate degree and general education courses are covered in this section.

The Outlines of Record for courses that are to count towards the associate degree must *integrate subject-specific critical thinking and problem solving skills into every component of the course,* wherever appropriate.

It is expected that this process will yield a coherent course in which the expectations laid out in the objectives are carried into the content, student assignments, and standards for student evaluations.

Intersegmental standards as these have been formulated by the segments themselves, together with guidance jointly developed by the Academic Senate for the California Community Colleges regarding how best to meet these standards, can be found in the "Curriculum Orientation Package II: Transfer General Education", available through your Academic Senate President. Among other resource materials it contains the standards for the "Intersegmental General Education Transfer Core" (IGETC) and "California State University Executive Order 595".

As in these documents make clear, courses that are to count towards general education and/or for transfer must present the core concepts that define each discipline systematically, not incidentally, and must hold students accountable for mastering these concepts and methods at the level appropriate to the course. This fact does not mean that only theoretical courses can count towards transfer. It is educationally desirable, and often occupationally essential, to use "real world" or "hands-on" applications, and/or studio practice, etc. to focus student interest, illustrate concepts, and to test both theoretical and practical understanding of the core concepts. In order for such courses to count for general education however, the concepts and theories that make up the core of the discipline must still be the main focus of instruction

While these expectations underlie the standards set by the other segments for the acceptability of courses as fulfilling any of their general education requirements in transfer, these same requirements are implicit in the stated expectations of the Board of Governors regarding general education courses and associate degree

courses for the California Community Colleges themselves. These requirements are laid out in Title 5 of the California Code of Regulations, as follow:

**CCR.T5 §55805. Philosophy and Criteria for Associate Degree and General Education**

**(a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:**

**The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights.**

**Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.**

**Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and the society in which they live. Most importantly, General Education should lead to better self-understanding.**

**In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.**

**(b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.**

**(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subsections (a) and (b) of this section.**

**CCR.T5 §55805.5 Types of Courses Appropriate to the Associate Degree**

**The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in Section 55002 (a) and that fall into the following categories to be offered for associate degree credit:**

**(a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.**

**(b) Courses that apply to the major in non-baccalaureate occupational fields.**

(c) English courses not more than one level below the first transfer level composition course, typically known as English 1A. Each student may count only one such course as credit toward the associate degree.

(d) All mathematical courses above and including Elementary Algebra.

(e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for the courses specified in sections (c) and (d) above.

CCR.T5 §55806 Minimum Requirements for the Associate Degree...

The governing board of a community college district shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of college work. This course work requirement must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog.) It must include at least 18 semester or 27 quarter units in General Education and at least 18 semester or 27 quarter units in major as prescribed in this section. Of the required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the Associate Degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Major Requirements. At least 18 semester or 27 quarter units of study taken in a single discipline or related disciplines, as listed in the Community Colleges "Taxonomy of Programs" shall be required.

(b) General Education Requirements.

(1) Students receiving an Associate Degree shall complete a minimum of 18 semester or 27 quarter units of general education, including a minimum of three semester or four quarter units in each of the areas (A), (B) and (C) and the same minimum in each pair of (D). The remainder of the units requirement is also to be selected from among these four divisions or learning or as determined by local option:

(A) Natural Sciences.
Courses in the natural science are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences.
Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the methods of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

**(C) Humanities.**
**Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people through the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign language, literature, philosophy, and religion.**

**(D) Language and Rationality.**
**Courses in language that cover the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.**

**1. English Composition.**
**Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.**

**2. Communication and Analytical Thinking.**
**Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.**

**(2) While courses might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the Associate Degree and to partially satisfy a general education requirement at the California State University, if such a course is eligible under the provisions of section 40405 of this title.**

**(3) Ethnic Studies will be offered in at least one of the required areas...**

## 4.2 Credit Courses Applicable to the Associate Degree

**CCR T.5 §55002(a) Associate Degree Credit Course**

**An associate degree credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Section 55805.5 and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students eligible for admission.**

**CCR T.5 §55002(a)(2) Standards for Approval [of Degree Credit Courses]**

**The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:**

**(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency,**

## Comparison of Different Credit Modes

| Degree Credit | Nondegree Credit | Noncredit | Community Service |
|---|---|---|---|
| 55805.5 Content and objectives of course fall into one of categories a-e of this Section of Title 5. | | 84711(a)(1-9) Education Code. Content and objectives of non-credit courses must fall in one of nine categories. | 55002(d)(2) Designed for physical, mental, moral, economic, or civic development. |
| 55002(a) Recommended by curriculum committee. Approved by local Board. | 55002(b) Recommended by curriculum committee. Approved by local Board. Needed by eligible students. | 55002(c) Recommended by curriculum. Approved by Board. Needed by enrollees. | 55002(d)(1) Approved by local Board. |
| 55002(a)(2) Standards for Approval.<br>(A) Grading Policy. Student performance is evaluated by essay unless problem solving or skill demonstration is deemed more appropriate by curriculum committee. A formal grade is assigned.<br>(B) Units. Carnegie Units: 3 hours work per semester or quarter week per unit including lectures, labs, and homework.<br>(C) Intensity. Scope and intensity of work require independent study outside class.<br>(D) Entrance Requirements. Where deemed appropriate by curriculum committee. | 55002(b)(1) Types of Courses. Precollegiate basic skills, other courses designed to enable students to succeed in degree credit courses, precollegiate occupational preparation courses, other occupational courses as defined.<br><br>55002(b)(2) Standards for Approval.<br>(A) Grading Policy. Provides for measurement of student performance in terms of stated objectives. A formal grade is assigned.<br>(B) Units. Carnegie Units: 3 hours work per semester or quarter week per unit including lectures, labs and homework. | 55002(c)(1) Standards of Approval. Treatment of subject matter, use of resource materials, attendance, and achievement standards approved by curriculum committee as appropriate for enrolled students. | 55002(d)(3) Provides subject matter content, resource materials, and teaching methods which the local Board deems appropriate for the enrollees. |

**Comparison of Different Credit Modes** *(Continued)*

| Degree Credit | Nondegree Credit | Noncredit | Community Service |
|---|---|---|---|
| **55002(a)(2)** Standards for Approval. *(Continued)*<br>(E) Basic Skills Requirement. Courses for which communication or computation skills are necessary for success shall require eligibility for enrollment in degree credit courses in English or math consistent with Section 58106.<br>(F-G) Difficulty/Level. Requires critical thinking, ability to apply "college level" concepts, vocabulary, and learning skills as determined by curriculum committee. | **55002(b)(2)** Standards for Approval. *(Continued)*<br>(C) Intensity. Subject matter is treated with scope and intensity which prepares students to work independently outside of class time and includes reading and writing assignments and homework.<br>(D) Entrance Requirements. Where deemed appropriate by curriculum committee. | | |
| **55002(a)(3)** Course Outline of Record. Scope, units, objectives, content, types/examples of: reading and writing assignments, homework, methods of teaching and evaluating. | **55002(b)(3)** Course Outline of Record. Scope, units, objectives, content, types/examples of: reading and writing assignments, homework, methods of teaching and evaluating. | **55002(c)(2)** Course Outline of Record. Scope, objectives, content, methods of instruction and methods for determining whether stated objectives have been met. | **55002(d)(4)** Is conducted in accordance with a predetermined strategy or plan. |
| **55002(a)(4)** Conduct of Course. All Sections taught by a qualified instructor in accord with above outline. | **55002(b)(4)** Conduct of Course. All sections taught by a qualified instructor in accord with above outline. | **55002(c)(3)** Conduct of Course. All sections taught by a qualified instructor in accord with above outline. | **55002(d)(5)** Open to all community members. |
| **55002(a)(5)** Limits repeated enrollment. | **55002(b)(5)** Limits repeated enrollment. | | |

at least in part, by means of essays, or in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory and activity courses.

(C) Intensity. The course treats subject matter with a scope and intensity that require students to study independently outside of class time.

(D) Prerequisites and Corequisites. When the college and/or district curriculum committee, determines, based on a review of the course Outline of Record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of Article 2.5 (commencing with section 55200) of this Subchapter.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computational skills, then the course shall require, consistent with the provisions of Article 2.5 (commencing with section 55200) of this Subchapter, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

## 4.3 Credit Courses Not Applicable to the Associate Degree

CCR T.5 §55002(b) Non-degree Credit Course.

A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under Subdivision (a)(1) of this section) and is approved by the district governing board and falls within one of the categories described in Subdivision (1) of this subsection.

(1) Types of Courses. Non-degree applicable credit courses are:

(A) Precollegiate basic skills courses as defined in section 55502(d) of this division

(B) Courses designed to enable students to succeed in college-level work (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills.

(C) Precollegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college-level occupational courses or programs

(D) Essential occupational instruction for which meeting the standards of section 55002(a) is neither necessary nor required.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow. In order to be eligible for state apportionment, such courses must be approved (as courses not part of programs) by the Chancellor's Office as provided in section 55100 of this Division.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrated by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term laboratory, and activity courses.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepare students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will have acquired the skills necessary to successfully complete college-level work upon completion of the required sequence of such courses.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with Article 2.5 (commencing with section 55200) of this Subchapter.

## 4.4 Adult Noncredit Courses

CCR T.5 §55002(c) Noncredit Course.

A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses are limited to the categories of instruction listed in Education Code section 84711, and must be approved by the Chancellor's Office as noted in Title V, section 55150.

Ed §84711 *(Operative until July 1, 1995)*

(a) For purposes of this chapter, the following noncredit courses and classes shall be eligible for funding:

(1) Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships, and classes in parenting.

(2) Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.

(3) English as a second language.

(4) Citizenship for immigrants.

(5) Education programs for substantially handicapped persons.

(6) Short-term vocational programs with high employment potential.

(7) Education programs for older adults.

(9) Health and safety education.

(b) No state apportionment shall be made for any course or class which is not set forth in subdivision (a) and for which no credit is given.

## 4.5 Community Services Classes

CCR T.5 §55002(d) Community Service Class

A community services class is a class which meets the following minimum requirements:

(1) Is approved by the local district governing board.

(2) Is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein.

(3) Provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students.

(4) Is conducted in accordance with a predetermined strategy or plan.

(5) Is open to all members of the community.

(6) May not be claimed for apportionment purposes.

## 4.6 Contract Education Courses or Sections

Ed.C. §78020-78022

For purposes of this article:

(a) "Contract education" means those situations in which a community college district contracts with a public or private entity for the purposes of providing instruction or services or both by the community college.

(b) "Credit" refers to any class offered for community college credit, regardless of whether the class generates state apportionment.

(c) "Noncredit" refers to courses that meet the criteria for apportionment pursuant to section 84711.

(d) "Not-for-credit" refers to classes, including community services classes that are offered without credit and which are not eligible for apportionments pursuant to section 84711.

Establishment of programs; recovery costs; calculating average daily attendance
The governing board of any community college district may establish, or with one or more community college districts may establish, contract education programs within or outside the state by agreement with any public or private agency, corporation, association, or any other person or body, to provide specific educational programs or training to meet the specific needs of these bodies.

The contracting community college district or districts shall recover, from all revenue sources, including, but not limited to public and private sources, or any combination thereof, an amount equal to, but not less than, the actual costs, including administrative costs, incurred in providing these programs or training.

The attendance of students in these contract education programs shall not be included for purposes of calculating the average daily attendance for apportionment to these districts, unless all statutory and regulatory conditions for generating average daily attendance are met.

Ed.C. §78022 Faculty

(a) Faculty in all credit and noncredit contract education classes shall be selected and hired according to procedures existing in a community college district for the selection of instructors for credit classes.

(b) Faculty teaching credit and noncredit contract education classes shall be compensated in the same manner as comparable faculty in the regular, noncontract education program. This subdivision shall not apply to faculty teaching in contract education programs conducted outside the United States for the United States armed forces, unless the faculty member is covered by a collective bargaining agreement.

(c) Faculty teaching credit or noncredit contract education classes shall be evaluated according to the procedures used for the evaluation of faculty in the regular, noncontract education program.

(e) Faculty teaching not-for-credit contract educational programs shall be evaluated according to procedures specified in the contract between the community college district and the public or private entity to establish the program.

(f) This section shall not be construed to restrict the appearance of guest lecturers in any programs or classes operated by a community college district.

## 4.7 Course Prerequisites

The standards laid out above in CCR T.5 §55002(a) seek to assure college level rigor in all courses that count toward the degree, by requiring both: (a) that the Outlines of Record define rigorous expectations, including the setting of appropriate prerequisites, and (b) that each section of the course actually be taught to that level of rigor.

In order to ensure that each section of a course *can* be taught at the level of rigor intended in the approved Outline of Record, insofar as that is dependent upon the preparation of those enrolling in the course--while at the same time protecting the open enrollment rights of students--the following regulations have been established in Title 5. These regulations provide a fair and equitable process whereby students may be restricted from enrolling in a course unless they possess the preparation presupposed in the design of the course.

### 4.7.1 Definitions

**CCR T.5 §55200**

**For the purposes of this Division, the following definitions apply:**

**(a) "Prerequisite" means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.**

**(b) "Corequisite" means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.**

**(c) "Advisory on recommended preparation" means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program....**

### 4.7.2 Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation

**CCR T.5 §55201**

**(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this Article 2.5 §55200-55202. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to Section 55002(a)(2)(D) or 55002(a)(2)(E).**

**(b) A governing board choosing to establish prerequisites, corequisites or advisories on recommended preparation shall, in accordance with the provision of Sections 53200-53204 of this Division, adopt policies for the following:**

**(1) The process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which is it being established. District policies shall also specify the level of scrutiny that shall be required in order to establish different types of prerequisites, corequisites, and advisories on recommended preparation. At a minimum, prerequisites, corequisites, and advisories on recommended preparation shall be based on content review, with additional methods of scrutiny being applied depending on the type of prerequisite or corequisite being established. The policy shall provide that the types of prerequisites described in Subsection (e) may be established only on the basis of data collected using sound research practices. Determinations about prerequisites or corequisites shall be made on a course-by-course or program-by program basis.**

**(2) Procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.**

**(3) The process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed. These processes shall also provide for the periodic review of advisories on recommended preparation.**

**(4) The bases and process for an individual student to challenge the application of a prerequisite or corequisite.**

**(c) Prerequisites or corequisites may be established only for any of the following purposes;**

**(1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or**

**(2) the prerequisite will assure, consistent with Section 55002(a)(2)(D), that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or**

**(3) the corequisite course will assure, consistent with Section 55002(a)(2)(D), that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or**

**(4) the prerequisite or corequisite is necessary to protect the health and safety of a student or the health and safety of others.**

**(d) Except as provided in this Subsection, no prerequisite or corequisite may be established or renewed pursuant to Subsection (b)(3) unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be so scrutinized until it is reviewed pursuant to Subsection (b)(3) if:**

**(1) it was established prior to July 6, 1990, and is part of a sequence of degree-applicable courses within a given discipline; or**

**(2) it was established between July 6, 1990, and the effective date of this regulation, in accordance with regulations in effect during this period of time; or**

**(3) it is required by statute or regulation; or**

**(4) it is part of a closely-related lecture-laboratory course pairing within a discipline; or**

**(5) it is required by four-year institutions.**

**(e) A course in communication or computation skills may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills only if, in addition to conducting a content review, the district gathers data according to sound research practices and shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite. If the curriculum committee initially determines, pursuant to Section 50002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then despite Subsection (d) of this Section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met.**

**(f) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge if upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:**

**(1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites or corequisites;**

**(2) The prerequisite or corequisite is in violation of this Article;**

**(3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;**

**(4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;**

**(5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; and**

**(6) Such other grounds for challenge as may be established by the district governing board.**

**(g) In the case of a challenge under Subsection (f)(3) of this Section, the district shall, upon completion of the challenge procedure established pursuant to this Section, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to Subchapter 5 (commencing with Section 59300) of Chapter 10 of this Division. Completion of the challenge procedure shall be deemed to satisfy the requirement of Section 59328(b) that the district and the student attempt informal resolution of the complaint.**

**(h) District policies adopted pursuant to this section shall be submitted to the Chancellor as part of the district's matriculation plan pursuant to Section 55510 of Subchapter 6 of Chapter 6 of this Division.**

## 4.8 Particular Legal Provisions

Several kinds of courses have legal requirements over and above those explained above, that relate either to their functions or their subject matter. These requirements are explained in this section.

### 4.8.1 Special Classes for the Disabled (DSP&S Courses or Sections)

Beginning January 1, 1995, the local authority to approve new *credit* courses designed specifically for disabled students will be the same as for all other credit courses. That is, new DSP&S credit courses *not* part of approved programs, are covered under the delegated approval authority for stand-alone courses. New *noncredit* DSP&S courses, like all other noncredit courses, continue to require the approval of the state Chancellor's Office.

Classes specially designed for disabled students may be a section of an existing course, taught in accordance with the Outline of Record for that course, but supplemented to define the specific conditions that obtain in that particular section in order accommodate stated disabilities.

Special classes may also refer, however, to distinct courses with their own Outlines of Record designed either to meet educational objectives unique to a population with specific disabilities or to supplement the standard objectives in an otherwise similar course, with objectives unique to that population.

In either case, special classes--like all courses and sections of courses--must be primarily instructional in nature and must have objectives that fall within the instructional mission of the California Community Colleges. Such courses cannot be

designed primarily to provide group activities or services, (e.g. physical activity, counseling, or assessment) but must provide systematic rather than incidental instruction in a body of content or skills whose mastery forms the basis of the student grade.

Courses designed to meet the needs of students with specific functional limitations **"...shall be open to enrollment of students who do not have disabilities..." CCR T.5 §56028.** The course description published in the college catalog may note that it has been designed for students with specific disabilities, but it may *not* restrict enrollment to such students, nor require students to register for classes through the DSP&S program or counselor, nor otherwise violate the open-enrollment provisions of state law for the California Community Colleges.

Special classes are part of an approved program when they are designed to provide alternative ways to fulfill the course requirements for an approved degree or certificate program. Such alternatives include the restructuring of the content, modification of the pace of instruction, use of instructional methods and/or equipment adapted to the students' specific needs. Assignments and examination methods may also be used that allow disabled students to demonstrate their mastery of course and program objectives by alternative means.

As part of an approved program, such new courses do *not* require separate Chancellor's Office approval, although they will need to be submitted to the Chancellor's Office with the new program application.

Sections of courses in the regular curriculum especially adapted to enable students to meet the regular course objectives in alternative ways, also do not require separate Chancellor's Office approval.

In the case of new DSP&S courses, in demonstrating that they have met the three conditions necessary to maintain delegation authority with respect to stand-alone courses, college training and curriculum approval processes must assure that in the case of new DSP&S courses:

> **...Curriculum committees responsible for reviewing and/or recommending special class offerings shall have or obtain the expertise appropriate for determining whether the requirements of this section are satisfied [CCR §56028]**

In addition, the Course Outlines of Record for DSP&S courses must demonstrate that those who implement the curriculum review processes on the local campus are fully cognizant of DSP&S regulations, able to apply all Title 5 and other state standards to such courses with the expected rigor, and able to clearly distinguish instructional objectives that fall within the mission of the community colleges from activity and service objectives that do not.

In summary, DSP&S course Outlines of Record must:

- Specify what disability or disabilities the course is designed to address
- Clarify what objectives the course is to fulfill as they relate to these disabilities
- Show why a special course is needed to meet this need, rather than its being met through accommodation in a regular course
- Specify how it will be determined that the objectives have been achieved
- Explain what disability-specific instructional methods, materials, equipment, etc. will be used and why.

**CCR T.5 §56028. Special Class Instruction**

**Special classes are instructional activities offered consistent with the provisions of Section 56000 and designed to address the educational limitations of students with disabilities who are admitted to the institution pursuant to Education Code Sections 76000 et seq. and who would be unable to substantially benefit from regular class college classes even with appropriate support services or accommodations. Such classes generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes.**

**Such classes shall be open to enrollment of students who do not have disabilities. However, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities. Special classes offered for credit or noncredit shall meet the applicable requirement for degree credit, non-degree credit, or noncredit set forth in Sections 55002 and 55805.5 of this part. In addition, special classes shall:**

**(a) Be designed to enable disabled students to compensate for educational limitations and/or acquire the skills necessary to complete their educational objectives;**

**(b) Employ instructors who meet minimum qualifications set forth in Section 53414 of this division.**

**(c) Utilize instructional methods, or materials specifically designed to address the educational limitations of students with disabilities. Curriculum committees responsible for reviewing and/or recommending special class offerings shall have or obtain the expertise appropriate for determining whether the requirements of this section are satisfied.**

**(d) Utilize student/instructor ratios determined to be appropriate by the district given the educational limitations of the students with disabilities enrolled in each class. Class size should not be so large as to impede measurable progress or to endanger the well-being and safety of students or staff.**

**CCR T.5 §56029 Special Class Course Repeatability**

**Repetition of special classes is subject to the provisions of Sections 55761-63 and 52161 of this division. However, districts are authorized to permit additional repetitions of special classes to provide an accommodation to a student's educational limitations pursuant to state and federal nondiscrimination law. Districts shall develop policies and procedures providing for repetition under the following circumstances:**

**(a) When continuing success of the student in other general and/or special classes is dependent on additional repetitions of a specific class;**

**(b) When additional repetitions of a specific class are essential to completing a student's preparation for enrollment into other regular or special classes; or**

**(c) When the student has a student educational contract which involves a goal other than completion of the special class in question and repetition of the course will further the achievement of that goal.**

### 4.8.2 Repeatable Courses

Courses that develop similar skills but (a) at increasingly sophisticated levels of practice, and/or (b) that are applied to different content *(such as a drama course in which students master increasingly demanding roles in different plays)* may be offered as repeatable courses, if approved for that purpose by the Chancellor's Office, or if the college has delegated course approval authority.
Each such repetition of a course must be designed to create a discernibly higher level of achievement such that the academic progress is clearly defined and the grading standards increase substantially with each repetition.

A given student may take the repeatable course for credit, and for state apportionment, for up to the number of times the college has specified, but for no more than a total of four times altogether.

A college may indicate the sequence of repeatable courses with differing letters or numbers or course titles, such as 101A-D, or 101-4, or "Beginning", "Intermediate", and "Advanced". Or the college may simply permit a student to enroll up to three additional times after completion the course in question for the first time. But the college may *not* do both: it cannot both designate a series of courses of increasingly advanced work in the same subject area, and then permit repeated enrollment at each of those levels.

**CCR T.5 §58161(c)**

> **State apportionment for repetition of courses not expressly authorized by this section may be claimed upon approval of the Chancellor in accordance with the following procedure:**
>
> **(1) The district must identify the courses which are to be repeatable, and designate such courses in it its catalog;**
>
> **(2) The district must determine and certify that each identified course is one in which the course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the two following reasons:**
>
> > **(A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or**
> >
> > **(B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.**
>
> **(3) The district must develop and implement a mechanism for the proper monitoring of such repetition. The attendance of students repeating a course pursuant to this subsection when approved by the Chancellor, may be claimed for state apportionment for more than three semesters or five quarters.**

Colleges with delegated approval authority are not required to submit courses they wish to designate as repeatable to the Chancellor's Office for approval, but may approve repeatability locally on the basis of the standards laid out above. Repeatable courses are reported to the Chancellor's Office through the statewide Management Information System (MIS).

### 4.8.3 Distance Learning Courses or Sections

Until the limited term authorization ends in the Year 2000, all approved community college courses may be taught at a distance aided by communication technology if the following conditions are met:

- The course is separately approved for distance instruction by the district's certified approval procedures.

- Standards of quality that normally apply to curriculum and instruction are met.

- Special records are maintained and reports made.

- The number of students per class meets district policies.

- For transfer courses, the instructor meets *in person* with students on some regular basis, supplemented if desired by phone or letters.

- For nontransfer courses, instructor maintains regular contact with students in person or as specified in the version of the course approved for distance education.

**CCR T.5 §55316 Criteria**

**Courses offered pursuant to this Chapter shall:**

**(a) Be accepted by the college toward completion of an appropriate educational sequence leading to an associate degree, and**

**(b) Be recognized by an institution of the University of California or the California State University upon transfer to that institution**

**CCR T.5 §55316.5 Additional Courses**

**Notwithstanding any other provision of law, after June 1, 1995, the following additional types of courses may be offered pursuant to this Chapter, consistent with guidelines developed by the Chancellor:**

**(a) Nontransferable courses designed to meet the requirements of Sections 55805.5, 55806, and 55002(a) or (b);**

**(b) Noncredit courses conducted as distance education independent study. This Section shall become inoperative on July 1, 2000, unless a later-adopted regulation deletes or extends this date.**

**CCR T.5 §55317 Ongoing Responsibilities of Districts**

**Any district conducting courses under Section 55316 or 555316.5 shall:**

(a) Maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses:

(b) Provide to the local governing board no later than July 1, 1995, and annually thereafter, a report on all distance education activity.

(c) Provide other information consistent with reporting guidelines which shall be developed by the Chancellor pursuant to Section 409 of the Procedures and Standing Orders of the Board of Governors. This Section shall become inoperative on July 1, 2000, unless a later-adopted regulation deletes or extends this date.

CCR T.5 §55340 Eligibility for State Funds

In order for attendance in a course of independent study to be eligible for state apportionment pursuant to the provisions of this Chapter, the course must be reported as required by this Chapter, and meet all other requirements of statute and regulation relative to eligibility for state apportionment.

CCR T.5 §55352 Number of Students.

The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered by distance education may include a review by the curriculum committee established pursuant to Section 55002(a)(1).

CCR T.5 §55370 Distance Education

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is independent study and subject to the general requirements of Article 1 as well as the specific requirements of this Article (Article 2). Provided however, that fully interactive distance education courses, as defined in guidelines adopted by the Chancellor, shall not be considered independent study for purposes of calculating state apportionment pursuant to Section 58003.1. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. Sec. 12100 et. seq).

CCR T.5 §55372 Course Quality Standards

The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process.

CCR T.5 §55374 Course Quality Determinations

Determinations and judgments about the quality of distance education, under the course quality standards referred to in Section 55372, shall be made with the full involvement of faculty in accordance with the provision of Subchapter 2 (commencing with Section 53200) of Chapter 2 of Division 4 of this Part.

**CCR T.5 §55376 Instructor Contact**

**In addition to the requirements of Section 55002 and any locally-established requirements applicable to all courses, district governing boards shall ensure that:**

**(a) Each section of a credit transferable course which is delivered as distance education shall include regular personal contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, or other in-person activities. Personal contact may be supplemented by telephone contact and correspondence.**

**(b) All other approved courses offered by distance education shall include regular contact between instructors and students consistent with guidelines issued by the Chancellor pursuant to Section 409 of the Procedures and Standing Orders of the Board of Governors.**

**CCR T.5 §55378 Separate Course Approval**

**Each proposed or existing course if delivered by distance education, shall be separately reviewed and approved, according to the district's certified course approval procedures.**

**See: Section 55380 Faculty Selection**
**Section 58003.1 & 58051 Average Daily Attendance Computation**
**Section 58007 Noncredit Classes**
**Section 58009 Application of Independent Study or Work Experience**

# Section 5
## Approval of New Degree and Certificate Programs

**IMPORTANT: Please note that excerpts from legislative statutes and Board regulations and standing orders are indented, right-justified, in bold and in a different font (as exemplified here).**

### 5.1 Definition of 'Educational Program'

**(b) "Educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. [CCR T.5 §55000]**

The "organized sequence of courses" refers to courses that are *required* for a specified degree or certificate, including general education courses and courses among a set of restricted electives, i.e., a restricted list of courses that count towards the degree or certificate from which the student chooses electives. Courses not required for a certificate or for an associate degree with a specified concentration, or that do not satisfy restricted elective or general education requirements for such an award, do not count as part of educational programs under this definition.

This operational definition of program, it should be emphasized, while closer to that in statute, differs significantly from the operational definition of educational program implied by procedures in use prior to 1992. Until then, operationally, an *'educational program'* was simply the set of all courses in a given subject matter, i.e., all courses that were assigned the same TOP code, whether these courses were required or not, and with no necessity for there to be a set of stated program goals and objectives to which these courses were to contribute. Under these earlier procedures as they came to be understood on campus, *"Approved **TOP** code"* and *"approved program"* were regarded as synonymous. As of July 1, 1992, these two concepts have no longer been treated as equivalent for the purposes of state approval.

The program definition now in use is *not* TOP code oriented, but outcomes oriented. Under this usage, an *educational program*:

- Is published in the college catalog with a specific title
- Awards a Degree or Certificate
- Has a specific set of required courses
- Has stated goals and objectives

It is the stated goals and objectives, together with the set of required courses, that define the actual scope of the program being approved and clearly distinguish it from other programs. It is these goals that justify the approval of the program in the first place, necessitate its particular student objectives, and determine its course requirements and restricted electives. And, finally, it is these goals and objectives that are the benchmark against which program outcomes are to be judged and subsequent changes to the program design justified.

## 5.2 Requirement for State Approval of New Programs

**(a) Before offering any course as a part of an educational program at a college, the governing board of a district shall obtain approval of the education program from the Chancellor in accordance with the provisions of this article. Approval shall be requested on forms provided by the Chancellor. [CCR T.5 §55130(a)]**

New programs require approval by the state Chancellor's Office *except* for new *transfer programs* that are the subject of an articulation agreement that specifies that all courses required in the new community college program will be counted by a four year college towards the fulfillment of either its own general education or the major requirements in a specified discipline.

Student service programs, such as re-entry programs, or other special programs even with course sequences specially designed to meet particular student needs, are not *'educational programs'* under the statutory definition as long as they do not lead to a particular degree, certificate, licensure, or transfer. Such programs do not require Chancellor's Office approval under CCR T.5 §55130(a), nor are courses included among such patterns or services considered "part of an approved

program" for purposes of authorizing the college to offer them without separate approval from the Chancellor's Office.

Likewise, the publication in the catalog of recommended patterns of courses that are not required and that yield no subject specific degree or certificate do not count as a program and hence do not require separate Chancellor's Office approval.

### 5.3 Authorization to Offer a New Degree or Certificate Program

**(e) In multicollege districts, program approval is granted for a specific college. [CCR T.5 §55130(e)]**

Colleges that receive state approval of a new program are authorized to:

- Award a degree or certificate with the designated program title
- Publish it in the catalog and otherwise promote the program and its requirements
- Require specific courses for the completion of the degree or certificate
- Offer new courses that are required for the completion of the approved degree or certificate, without seeking separate approval from the Chancellor's Office, provided the courses meet the standards of 55002(a) and 55805.5 for degree credit courses and are clearly justified by the stated program goals and objectives
- Modify objectives, requirements, or approved courses, or make any other changes in the curriculum or instruction that improve the effectiveness of the program in achieving the goals for which the program was originally approved, in general; or for particular students; or that maintain currency in the program by reflecting changes in the knowledge and methods in the field of study, in the requirements for transfer, or in the technology or occupational requirements of the occupation for which the program was originally approved

## 5.4 Documentation Required for State Approval of New Educational Programs

State approval requires the submission of an application detailing the program goals and objectives, requirements, and rationale and documenting the projected enrollments, job market data, and program cost data.

The application must also include copies of the Outlines of Record for all required courses, including an example of one general education course in each of the five areas of general education. These outlines must meet the applicable standards for courses laid out in this Handbook and summarized in Appendix B.

Forms and instructions for applying for approval of a new degree or certificate program are found in Appendix A of this volume of the *Curriculum Standards Handbook*. These instructions are based upon the provisions in Title 5 quoted immediately below. They specify what documentation fulfills these requirements and/or best facilitates prompt approval.

**CCR T.5 §55130(b) The application for approval [of a new educational program] shall contain at least the following:**

**(1) The name of the proposed program**

**(2) The description of the proposed program**

**(3) The purposes and specific objectives of the proposed program**

**(4) The place of the proposed program in the district master plan**

**(5) An explanation of whether the program is appropriate to the objectives and conditions of higher education and community college education in California and whether it conforms to statewide master planning.**

**(6) The need for the proposed program ascertained with regard to at least the following factors:**

**(A) Other community colleges in the area currently offering the program.**

**(B) Other programs closely related to the proposed program offered by the college**

**(C) Relation of the proposed program to job market analysis**

**(D) Enrollment projection for the proposed program**

**(E) Recommendations of area vocational master plan committees when applicable.**

**(F) The classification of the courses in the program in accordance with Section 55001.**

**(7) The need for and present adequacy of the following resources shall be determined in relation to the proposed program:**

**(A) Library resources**

**(B) Facilities and equipment required to initiate and sustain the program. If a new facility is to be used, reference should be made to the five-year master plan.**

**(C) Availability of adequate or proposed financial support**

**(D) Availability of faculty.**

**CCR T.5 §55130(c) The development, establishment and evaluation of an educational program shall include representative faculty involvement.**

**Ed.C. §78015 District Job Market Study; area; scope**

**(a) The governing board of a community college district shall, prior to establishing a vocational or occupational training program, conduct a job market study of the labor market area, as those terms are defined in Section 52301.5, in which it proposes to establish the program. To the extent possible, the study shall use the State-Local Cooperative Labor Market Information Program established in Section 10533, or if this program is not available in the labor market area, other available sources of labor market information. The study shall include a California Occupational Information System supply analysis of existing vocational occupational education or training programs for adults maintained by high schools, community colleges, and private postsecondary schools in the area to ensure that the anticipated employment demand for students in the proposed programs justifies the establishment of the proposed courses of instruction.**

**(b) Subsequent to completing the study required by this section and prior to establishing the program, the governing board of the community college district shall determine whether or not the study justifies the proposed vocational education program.**

**(c) If the governing board of the community college district determines that the job market study justifies the initiation of the proposed program, it shall, by resolution, determine whether the program shall be offered through the district's own facilities or through a contract with an approved private postsecondary school pursuant to the provisions of Section 8092.**

## 5.5 Format and Timelines for Submission of Application for a New Program

The format for submitting a new program application together with detailed instructions is provided in Appendix A. When all required documentation has been submitted to the Chancellor's Office, approval of a new program will take no more than six months, including two months for a review by the California Postsecondary Education Commission, as required by law. In the case of limited approvals, a determination can usually be made within two months.

To assure adequate time, a college seeking full approval of a new program must submit the application six months in advance of the date it plans to start the program. If the college would like to have a final determination prior to its catalog publication date, or in time to hire faculty, market the program, etc. it should submit the program that much earlier.

Where an application is incomplete, or the documentation submitted is inadequate to permit a judgment that the five criteria explained in Section 3, above, are fulfilled, the process usually takes longer than six months and, if the matter is not resolved, results in disapproval.

### 5.6 Duration of Program Approval

Authorization to offer an approved degree or certificate program endures until anyone of the following occurs:

- The program is substantially changed; i.e. it no longer meets it original goals
- It is no longer supported by the college; i.e. courses required to complete it are not offered frequently enough to ensure timely completion
- Students are no longer enrolling in the required courses
- Termination is requested by the college
- Approval is withdrawn by the Chancellor's Office

**An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. From time to time the Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination. [CCR T.5 §55130(d)]**

***If a program is "discontinued or modified in any substantial way"; (i.e., if its goals are changed) then the original state approval for that program ceases to be in effect. Changes to existing programs, even where quite thoroughgoing, that improve the effectiveness of the program or that bring it current, in relationship to***

***the goals for which the program was originally approved, or that create specialties that supplement rather than supplant the core competencies for the same job market, are not considered substantial changes for the purpose of implementing this regulation.***

*Discontinuation* is discussed in 5.6.3; *substantial modification* is discussed in 5.6.1; and *non-substantial* changes in 5.6.2.

5.6.1 New Programs deriving from Existing Programs

***Programs that are "modified in [a] substantial way" cannot be continued unless they are submitted to the Chancellor's Office and approved as new programs.***

A program is deemed to have been "modified in [a] substantial way" if its *goals and objectives are substantially different from those for which the program was originally approved*. Such substantial modification is deemed to have occurred not only when explicit changes are made in the formulation of the stated goals and objectives but whenever modifications to the design of a program are substantial enough to significantly change student outcomes.

When a college proposes to modify an existing program in such a way that the original program goals will no longer be met by students successfully completing the new objectives of the program, then the proposal must be treated as a proposal for a new program, even where it proposes to use many of the same resources.

That is, if students who will complete the program after the proposed modifications are implemented will no longer qualify for the original job market, or will no longer fulfill the lower division requirements of the baccalaureate major for which the program was originally intended, then the program *goals* have changed. In that case, the original approval of the existing program no longer applies, and the proposed program with its new goals and rationale, and the documentation to support these, must be submitted to the Chancellor's Office for approval as a new program.

Illustrative examples of changes that ordinarily would not require state approval of a new program and those which would are listed in Appendix E.

Proposed program changes that might indicate a substantial modification and thus require a new program approval include:

- The core courses *(i.e., those which all students in the program are required to complete)* are changed and the subject matter of the new courses is primarily in a discipline different from that of the core courses in the program as originally approved.

- Qualifications for faculty to teach the new core courses are in a different discipline from those required of faculty for the original core courses.

- The lower division requirements of the baccalaureate major specified in the original program application are no longer met or the courses required in the new option no longer transfer into that major at any four year college.

- Students completing the new option no longer qualify for positions in the occupation for which program approval was originally granted and for which job market statistics were offered as part of the demonstration of program need.

- A new industry council needs to be formed, or the existing one significantly revamped, to provide appropriate input.

- A different title for the certificate is required to accurately indicate student achievement, yet the occupation to which the certificate originally applied has not been similarly renamed.

The presence of one such indicator need not necessarily mean that the college must seek Chancellor's Office approval. Rather, ***the presence of such indicators necessitates a careful local evaluation as to whether new program approval from the Chancellor's Office is necessary based upon review of the documentation by which approval was originally justified. If, as a result of the program modifications, the supporting documentation no longer applies so that the fulfillment of one or more of the five criteria listed above in Section 3 is brought into question, then the modifications are "substantial" and new program approval must be sought.***

### 5.6.2 Non-Substantial Updates to Existing Programs

As explained in 5.3 above, a college may make extensive changes to a program, if required to do so to improve effectiveness or to maintain currency in the job market or transfer major for which the program originally received approval.

Where such changes necessitate different skills and knowledge on the part of graduating students, then the student objectives that the program is designed to achieve must be redefined as well. Thus the occupational or transfer goal(s) for which the program was originally approved have not changed, even though everything else has had to change in order to successfully meet these same goals under new circumstances.

In other words, where changes in the demands of the field justify the changes in the specific skills that students will acquire as the result of completing the required courses, the behavioral objectives for the program *should* be redefined. Such changes are *not* substantial for purposes of CCR T.5 §55130(d), if essentially the same transfer major, occupation, or job niche is still being served by the updated program.

Concrete examples suggesting how these general principles might apply in particular cases are further detailed in Appendix E.

### 5.6.3 Discontinuation

**Ed.C. §78016 Review of program; termination**

> **(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to assure that each program, as demonstrated by the California Occupational Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:**
>
> > **(1) Meets a documented labor market demand**
> >
> > **(2) Does not represent unnecessary duplication of other manpower training programs in the area.**

**(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.**

**(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.**

**(c) The review process required by this section shall include the review and comments by the County Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.**

**(d) The provisions of this section shall apply to each program commenced subsequent to July 28, 1983.**

In addition to termination of a program that results from college's formal planning decisions or from external review such as that prescribed above in law, a program may also be deemed to have been effectively "discontinued" if the college no longer offers the courses to support it. Explanation of these circumstances as well as information on reinstating a discontinued program will be taken up in a later section of the Handbook on program review to be published in 1996.

## 5.7 Reporting Existing Courses and Programs (Preliminary Information)

A new section, Section 7, on *Reporting Existing Courses and Programs*, is planned for publication during 1995. Meanwhile, it may be helpful to note here that under the definitions explained in this Handbook, TOP codes are no longer the means of identifying individual educational programs.

Among the features anticipated in the new reporting procedures that this change in the use of TOP codes makes possible are:

- Each degree, transfer, or certificate program can be assigned its own unique identifier and locally determined title in the Chancellor's Office Inventory of Approved Degree, Certificate and Transfer Programs

- Program (TOP) codes will be used solely to group together programs that have comparable goals into designated categories that can be readily mapped onto federal codes (CIP, the Classification of Instructional Programs) and, where appropriate, state occupational codes (OES, Office of Employment Statistics)

- Colleges will be able to specify for which degree, transfer, or certificate program or programs a given course is a requirement, if any

- Where appropriate, college will be able to code the subject matter of a course independently of the subject matter or goals of the program(s) in which the course is required.

**California Community College**
**Chancellor's Office**

# Application Forms and Instructions
# *for*
# New Degree and Certificate Programs

Before developing a new degree or certificate program or completing the following form, you should be familiar with the Chancellor's Office 1995 ***Curriculum Standards Handbook, Vol. I (Revised)***, referred to as "95 HB-I" or "the Handbook" throughout the following instructions. This Handbook is available from your Chief Instructional Officer. Sections 3-5 explain the following instructions as they relate to the approval of new programs:

**State Laws and Regulations**
**Criteria for Approval**
**Definitions of Degree and Certificate Programs**
**When Approval of a New Program is Required**

You should also check with the office of your college's Chief Instructional Officer regarding any other new program development information that may have been published by the Chancellor's Office subsequent to February 1995.

Once you have read the Handbook and the instructions attached, if you have any questions that your Chief Instructional Officer, Academic or Vocational Dean, or Curriculum Committee Chair cannot answer, please contact the State Chancellor's Office at the address provided for submitting the application (on the next page) or by calling (916) 322-6880.

## Instructions for Completing *New Program Application/Report*

- The two-sided New Program Application/Report Form (95 PROG APP) to use in applying for a new educational program or reporting a new articulated transfer major is on the following page.

  If you have obtained these instructions electronically, this form will not be included here. You may obtain a copy of this form from your college's Chief Instructional Officer or Curriculum Committee Chair.

- The gray areas on the 95 PROG APP form are to be completed by the Chancellor's Office and should not be filled in by the college.

- Fill in all blanks and boxes that apply according to the instructions for each numbered item.

- Submit a total of *three* copies of the New Program Application/Report and "Program Application Checklist".

- Include *two sets of address labels* with correct name and title for each person you have listed under Item #41 as persons who need to receive copies of Chancellor's Office actions or memoranda regarding this program.

**Mail all sets of documentation with cover sheets and mailing labels to the following address by the deadline you have selected:**

**Division of Curriculum and Instructional Resources**
**Chancellor's Office**
**California Community Colleges**
**1107-Ninth Street**
**Sacramento, CA 95814**

*California Community Colleges*

1. APPLICATION DATE

# NEW PROGRAM APPLICATION/REPORT

DATE RECEIVED

2. PROPOSED PROGRAM TITLE

PHONE NUMBER

COLLEGE

CONTACT PERSON

DISTRICT

TITLE

3. DATE OF PROJECTED PROGRAM START

4. PROPOSED TERMINATION DATE *(Limited Approval)*

5. DATE OF ARTICULATED TRANSFER AGREEMENT

6. DEGREE ☐ CERTIFICATE ☐ MODEL ☐ LIMITED ☐ APPRENTICESHIP ☐ ARTIC TRANSFER ☐

## 7. PLANNING SUMMARY

| | | | |
|---|---|---|---|
| Recommended TOP Code | | OES Code (L) | |
| Total # Sem Units=Degree | | Name of Employer (L) | |
| Total # Sem Units=Certificate | | Transfer Institution (T) | |
| # of Required Courses | | Major at Transfer Institution (T) | |
| Projected Annual Enrollments | | # Lower Div Units in Major (T) | |
| Projected *Net* Labor Demand | | Est. Cost New Equipment | |
| Est. Cost Library Acquisitions | | Type New/Remodeled Facility | |
| Est. Faculty Workload (FTES's) | | Date of New Facilities Plan | |
| # New Faculty Positions | | Master Plan: Year 1st Projected | |

8. *Provide Documentation Except Where Blocked Out* *Page # In Application*

*(Gray: Chancellor's Office Use Only. Do Not Complete.)*

9. ☐ COMMENTS ON BACK

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | MISSION | 10. | Statement of Program Goals & Objectives | | | | |
| | | | 11. | Catalog Description | | | | |
| | | | 12. | Rationale | | | | |
| | | NEED | 13. | Enrollment Projection Data | | | | |
| | | | 14. | Place of Program in Curriculum/Similar Programs | | | | |
| | | | 15. | Similar Programs at Other Colleges in Service Area | | | | |
| | | | 16. | Labor Market Information ("LMI" Data) | | | | |
| | | | 17. | Job Market Analysis | | | | |
| | | | 18. | Employer Survey | | | | |
| | | | 19. | Explanation of Employer Relationship | | | | |
| | | | 20. | List of Members of Advisory Committee | | | | |
| | | | 21. | Minutes of Key Meetings/Recommendations | | | | |
| | | | 22. | Recommendations of Regional Occupational Deans | | | | |
| | | QUALITY | 23. | List of Required Courses | | | | |
| | | | 24. | Outlines of Record for All Required Courses | | | | |
| | | | 25. | Diagram of Proposed Sequence | | | | |
| | | | 26. | Program Evaluation Plan | | | | |
| | | | 27. | Transfer Articulation Agreement | | | | |
| | | | 28. | Other Transfer Documentation | | | | |
| | | FEASIBILITY | 29. | Library Resources Plan | | | | |
| | | | 30. | Facilities and Equipment Plan | | | | |
| | | | 31. | Financial Support Plan | | | | |
| | | | 32. | Faculty Qualifications and Availability | | | | |
| | | COMPLIANCE | 33. | Model Program Standards & Explanation | | | | |
| | | | 34. | Licensing or Accrediting Standards, Where Required | | | | |
| | | | 35. | NCR1000 Approval: Dept. of Apprenticeship Stds | | | | |

| DEGREE | CERTIFICATE | MODEL | LIMITED | APPRENTICESHIP | ARTIC TRANSFER |
|---|---|---|---|---|---|
| | | | | | |

Authorization Granted

Record

*Chancellor's Office Actions* *(Gray: Chancellor's Office Use Only. Do Not Complete.)*

☐ Interim ☐ Final DETERMINATION

- ☐ Approved with Commendation
- ☐ Approved
- ☐ Approved Conditionally
- ☐ *Termination Date*
- ☐ Transfer Program Recorded
- ☐ Forwarded for CPEC Review.
- ☐ Application Incomplete
- ☐ Information Requested
- ☐ Revised Application Requested
- ☐ Disapproved
- ☐ Determination Delayed

OTHER ACTION

- ☐ Not Required
- ☐ Withdrawn
- ☐ Closed
- ☐ Terminated

CPEC ACTION

- ☐ Concurrence
- ☐ Info Needed
- ☐ Nonaction
- ☐ Nonconcurrence

| STANDARD MET | ? | N/A | NEEDED |
|---|---|---|---|
| | | | |

Approved TOP

Effective Date

Dean, Curriculum and Instructional Resources



BEST COPY AVAILABLE

36. Library and Learning Resources *We affirm that the library and learning resources necessary to fulfill the objectives of this program, and to complete the coursework specified in this application:*

☐ Cannot be determined at this time OR

☐ Are inadequate to support program ☐ Are adequately budgeted for in the program plan.

☐ Are currently available on campus or are otherwise readily available to students OR

| | |
|---|---|
| Date | Originating Faculty/Division/Department |
| Date | Chief Librarian / Learning Resources Manager |

37. Vocational Programs

☐ Program fulfills the requirements of employers in the occupation specified and that all of the courses required in the program are either necessary or viewed as advantageous by prospective employers in that occupation AND

☐ Course requirements specified in this application are in accord with the licensing or professional accrediting standards of the organization specified on the front of this form OR

☐ There are no licensing or accrediting standards which apply to this occupation.

| | |
|---|---|
| Date | Dean of Occupational Education |
| Date | Chair, Occupational Advisory Committee |
| Date | Chair, Regional Occupational Deans |

38. Chair of the Curriculum Committee , Chief Instructional Officer, Senate President
*We affirm that:*

☐ Courses associated with the proposed program as specified in this application were recommended by the curriculum committee as meeting all of the standards of 55002 and 55805.5, as recorded in the minutes of that body, on _____ AND

☐ Program objectives and design specified in this application are in accord with applicable licensing or professional accrediting standards.

| | |
|---|---|
| Date | Chair, Curriculum Committee |
| Date | Chief Instructional Officer |
| Date | President of the Academic Senate |

39. *By my signatures I certify that:* All provisions and conditions of Article 2 of Title 5, Section 55130b have been considered. It is feasible for the college to provide the resources in faculty, library holdings, equipment, and facilities necessary to support the program as designed and to offer the courses required as often as planned in the program proposal, while the projected number of students are enrolled in the program. All factors, taken as a whole, support establishment and maintenance of the proposed educational program.

| | |
|---|---|
| Date | President of the College |

40. On _____ the Board of Trustees of _____ District approved the educational program attached to this application.

| | |
|---|---|
| Date | Superintendent/Chancellor of the District |

41. Address labels are included for: _____ _____ _____ _____ _____ _____

Form: 95 PROG APP

# General Program Information

## 1. Application Date and Summary of the Process

In deciding upon an application date, you should consider the following deadlines in connection with the need to advertise the new program in the college catalog, hire faculty, promote the program, etc.

| **IF FINAL DECISION IS NEEDED BY:** | **March 1** | **May 15** | **July 15** |
|---|---|---|---|
| Submit by: | September 1 | November 15 | January 15 |
| Interim Notice* from Chancellor due by: | December 15 | January 15 | March 1 |
| Respond by: | December 1 | February 15 | April 1 |
| Response from CPEC due by: | February 15 | May 1 | June 15 |
| Final Notice from Chancellor due by: | March 1 | May 15 | July 15 |

*In the Interim Notice, the Chancellor's Office may inform your college that the program has been recommended for approval and forwarded to CPEC. Or it may ask for additional information or for revisions to the application. Depending upon the seriousness of the concerns, further processing and CPEC review of your application must await your written response to the questions and any requested modifications to the original application.

If you would like, your college may request a telephone conference call to discuss the program application at any point in the process.

## 2. Program Title and Contact Person

***Title*** The proposed title of the program indicated here must be the same as the program title to be published in the catalog and designated on the degree. It should accurately reflect the scope and level of the program. While departments and college catalogs are typically organized around the name of the discipline, the title of a degree in that field should reflect the level as well as the subject matter, particularly in a para-professional or pre-professional field or transfer major where merely naming the subject matter might be misleading.

In accounting, for example, the title of the degree should not suggest that the graduate is "an accountant" but rather has taken "Accounting Studies". Similarly, a pre-professional program for paralegals should not be designated "Law," even though that is the subject matter of the program, but would be better entitled, for example, "Paralegal Certificate," or "Paralegal Studies," or "Pre-Law Concentration," or "Pre-Law/Paralegal Studies". A para-professional program in biology might be entitled "Bio-Technology."

The title of an *occupational area* should reflect the terminology in use in the region where students expect to be hired, as indicated by the advisory council, employer surveys, etc. In addition, the title or the catalog description should reference the title of the appropriate OES code, for any occupation that has one. (See Item #7.)

***Contact Person:*** The person designated as contact for the application should be the person most able to answer questions about the proposed program. It can be the Chief Instructional Officer, the Dean of Occupational Education, the Division or Department Chair of the originating department, or the originating faculty member who has designed the program.

Official communications regarding program applications are sent to the Chief Instructional Officer of the college, except for the final notification which is sent to the president of the college seeking the approval. Each person listed on the cover sheet will also be notified of actions. In addition, the Chancellor's Office will forward copies of correspondence and actions regarding this program to any "cc's" you designate, *providing you include two copies of address labels for each such position* in your application package. *(See Item #41.)*

**3. Date of Projected Program Start**

The month and year when the college plans to offer the first required course in the program, or to enroll students in an existing course on the expectation that it will count toward the degree or certificate to be approved.

**4. Requested Date of Termination**

*Only when requesting a limited approval:* Indicate the duration of approval the college is requesting by indicating the month and year when the college expects neither to advertise the program as a college offering any longer nor to enroll new students in the introductory courses on the understanding that these courses are required for completion of this particular program or that the student will be awarded this particular certificate or degree as a result. (See also Item #6, "Limited" and Item #8.)

**5. Date of Articulated Transfer Agreement**

*Only when reporting an articulated transfer agreement:* Indicate the month and year when the articulation agreement was signed *(see Item #6 and #27).* This space should also be completed if you are requesting approval for an occupational program that includes an articulated transfer agreement.

**6. Level of Authorization Requested**

The following levels of authorization are available. *Check as many as apply.* They all confer the authorities specified in 5.3 95 HB-I, but differ in duration, in the amount of supporting documentation and processing time required, and in the situations for which they are appropriate.

**Degree**
Approval of a new degree program authorizes the college to require courses and award a degree requiring from 60 to 64 semester units, or the equivalent quarter units, including general education courses, and to award a degree specifying concentration in that field.

Applications for approval of a new degree program require full documentation, as indicated on the far left column of the form. Where the requested documentation is unavailable or inappropriate, the college should provide an explanation.

**Certificate**
Approval of a new certificate program authorizes the college to require the set of courses sufficient for proficiency in a given occupation, or in some aspect of a given occupation, or that has occupational value as a supplementary skill in a number of different occupations.

The Chancellor's Office requires separate approval for any certificate that *requires* 18 or more semester units.

**Model**
Approval of a model program authorizes the college to duplicate a program created by a consortium or professional association that has already been approved for at least one other college (e.g. The Environmental Technology program which was designed by a consortium to be initiated on 24 campuses over a three year period.) Program designs developed by other colleges that have been "approved with commendation" may also be submitted as a Model" program by another college, provided that the applicant college has secured the permission for such use from the original college.

Model approvals usually apply only to program design and satisfy criteria #1 regarding mission, #3 regarding quality and #5 regarding compliance. Each college proposing to implement such a program on its campus must still demonstrate that criterion #3, local *need*, and #4 local *feasibility*, except where a consortium has already researched need and feasibility as it applies to each individual member and gained pre-approval for all member colleges on that basis.

Since a model program has been developed, approved by the Chancellor's Office, and the design and general need demonstrated and concurred in by CPEC, approval of its implementation for a particular college may be made without further review by CPEC. The approval process for a model program will thus normally takes two months less than would otherwise be required. *(See Item #33.)*

**Limited**

A limited approval authorizes the same actions by a college as a full approval, but for a limited duration. The termination date of the program should be published along with other program information in the catalog or any other publication promoting or explaining the program.

In making the application, the college should indicates its preferred termination date in item #4. The actual termination date will be determined by the Chancellor's Office and will be shown at the bottom of the form in the space indicated for that purpose.

The duration is the length of time necessary for one or a few particular cohorts of students, as defined in the program application, to complete the program. During that time, the college can require the specified courses of those students and publish the requirements for the degree or certificate program in the catalog, along with the termination date. (It must not, however, admit additional students into the program past that date, without express permission of the Chancellor's Office.)

The documentation required for a limited approval is less, as indicated on the checklist where certain items are blocked off and do not ordinarily need to be submitted. The turn-around time for processing an application for limited approval is kept as short as possible, depending upon the circumstances.

To apply for the limited approval, check that option and enter a date in the box to the far right ("Anticipated Date of Termination for Limited Approval")

.

The Chancellor's Office also reserves the right to grant a college a "limited approval" in order to give that college time to fulfill all conditions for full approval that were not met in a timely fashion . *(See "Approved Conditionally" under "Chancellor's Office Actions" on p.29.)*

**Apprenticeship**
Apprenticeship approvals are ordinarily made to colleges seeking "Montoya" funding. For colleges that already offer programs in the same occupational area, the college need only submit Items #10-14, signatures #37-40, and a copy of the NCR 1000 form signed by the Division of Apprenticeship Standards approving establishment of the proposed program (Item #35). Such programs are not sent to CPEC for review and can usually be promptly approved.

**Articulation Transfer**
As explained in 95 HB-I, §2.2, new transfer-only programs, i.e. programs that do not lead to a certificate and that have no occupational component do *not* need to be approved by the Chancellor's Office if, but only if, the college has an articulated transfer agreement with a four year college. To qualify, the written articulation agreement must assure that the four year college will count the courses required for completion of the new program as either: (a) meeting the lower division requirements of the specified baccalaureate major at their institution; (b) counting toward general education requirements; or (c) counting as transferable electives.

Such programs must be reported for inclusion in the Inventory of Approved Degree and Certificate Programs maintained by the Chancellor's Office, according to procedures that will be published in Section 7 of the Handbook.

### 7. Planning Summary

Summarize the information provided in the remainder of the documentation. Where the item is followed by a letter in parenthesis (T = Transfer, L = Limited), only a college seeking authorization at that level (see Item #6) need fill in that blank. Where information is not available, leave it blank.

**Recommended TOP Code**
This code defines the category in the Taxonomy of Programs (TOP) within which the goals and objectives of the proposed program most clearly fall.

The TOP code is the category which groups the proposed new program together with degree and certificate programs on other campuses that have similar employment goals and objectives. The code is used to aggregate system-wide data on awards, program completions, placements, job success and other outcomes, and is the basis for reporting county and statewide job market supply data. The regional occupational deans should recommend the TOP code for vocational programs that best reflect regional usage, as part of Item #22. For non-occupational programs, TOP reflects the main discipline or subject matter and is used to aggregate data on awards, program completions and transfers.

**Total # Sem Units = Degree**
This is the number of semester units required for completion of the degree, including all general education requirements, prerequisite requirements (where these are degree applicable courses), discipline-specific requirements, and the number of units to be fulfilled from a set of restricted electives. *(Quarter units must be converted to semester unit equivalents.)*

**Total # of Units = Certificate**
This is the number of semester units required for completion of a certificate, including all prerequisite requirements (where these are degree applicable courses), discipline-specific requirements, and the number of units to be fulfilled from a set of restricted electives. *(Quarter units must be converted to semester unit equivalents.)*

**# of Required Courses**
This is the total number of separately identified courses that students will be required to complete for the program, apart from the number of units. In the case of *degree programs*, the number of courses should include those required for general education. In the case of *restricted electives*, the number will reflect only the actual number of courses students must take.

**Projected Enrollments**
Fill in the number derived from Item #13.

**Projected *Net* Labor Demand**
Fill in the number derived from Items #16-18, *minus* the number of graduates in the programs within the same service area that are listed under Item #15.

**Est. Cost Library [and Learning Resource] Acquisitions**
Fill in the number derived from Item #29 for both library and learning resources.

**Est. Faculty Workload (FTE's)**
Fill in the number derived from Item #32.

**# New Faculty Positions**
Do not fill in total FTE's, but the number of separately identified positions that will involve new hires or reassignments, whether part or full time. The qualifications for these positions should be documented in Item #32.

**OES Code**
The US Department of Labor Occupational Employment Statistics (OES) Survey, is conducted in each county in California. The OES codes have been matched with TOP codes, but are sometimes more specific. For vocational programs whose graduates should be counted as part of the "supply" for an occupation covered by an OES code, that code should be filled in here. That code should be the same one referenced for any LMI (Labor Market Information) data used to justify need for a program. *(See Item #16.)*

**Name of Employer (L)**
This space should be completed by colleges seeking approval for a program of *limited* duration to be provided to one industry, associated primarily with a given employer. *(See Item #6).* The name of that employer should be filled in here.

**Transfer Institution (T)**
This space should be completed by colleges reporting upon a program that has been articulated for transfer to a four year institution. (See Item #6.) The name of that institution should be filled in here.

**Major at Transfer Institution (T)**
This space should be completed by colleges reporting upon a program that has been articulated for transfer to a four year institution. The name of the major for which specified courses are to be accepted as counting toward the major, and/or as fulfilling specific major requirements, under the terms of an articulation agreement, should be filled in here. (See Item #6.)

**# Lower Div Units in Major (T)**
This space should be completed by colleges reporting upon a program that has been articulated for transfer to a four year institution. Indicate the number of units for which specified courses, *excluding general education requirements,* are to be accepted as counting toward the major and as fulfilling specific major requirements, under the terms of the articulation agreement. (See Item #6.)

**Est. Cost New Equipment** Report the figure from Item #30.

**Type New/Remodeled Facility** Report the figure from Item #30.

**Date of New Facilities Plan** Report the date from Item #30.

**Master Plan: Year 1st Projected**
Report the year of the college master plan, if any, in which the proposed program was first mentioned.

8. ***Provide Documentation Except Where Blocked Out***

Based upon what you have checked in item #6, select one or more columns on the left hand side of the form. Column labels are at the bottom of the page.

Every empty box in the selected column(s) should be checked, indicating that either (a) the documentation is attached or (b) an explanation is provided as to why that documentation is inappropriate. Where the documentation on the checklist is inappropriate for a given situation, you are encouraged to offer alternative supporting documents and analyses sufficient to show in some other way that the proposed program meets the criterion under which that item falls.

If the documentation clearly is not applicable, put "NA" in the column and insert a brief note in the body of the application. For example, regarding #16 through 22, you may note that the program is for transfer only and has no immediate occupational goals.

Taken together, and however modified, the documentation should make the strongest case possible that the program proposed is (1) appropriate to the mission, (2) needed, (3) effectively designed, (4) feasible to offer, and in (5) compliance with program-specific laws and requirements.

In all cases, programs which are determined by the Chancellor's Office to meet these five basic criteria will be approved. Those for which documentation or explanation is insufficient to show that one or more of the five criteria have been met will, unless corrected, be disapproved. (See Appendix B, the Program Review Checklist used by the Chancellor's Office for its in-house review.)

The gray boxes at the bottom of the columns to the left of the form, beneath the column labels, will be checked by the Chancellor's Office to indicate the level of approval actually authorized by that office at the time of the Final Notice.

**9. Checklist**

This section, in gray, is used by the Chancellor's Office to identify items that adequately support approval of the application, those that need some additional information or a modification to enable approval, those that are not applicable, and those that are missing altogether. (See Item #36.)

During the technical review, which occurs immediately upon receipt of the application, the documentation submitted is checked against the level of authority requested. The two columns to the far right are checked for items that are missing.

# DOCUMENTATION

## MISSION

**Are the goals and objectives of the proposed course or program, as stated in the program application, consistent with the mission of the community colleges as formulated in Title 5/§55130(b)(5),§55180?** (95 HB-I, § 3. 1.)

### 10. Statement of Program Goals and Objectives

A statement must be submitted that defines the goal(s) of the proposed programs, i.e. the job market or baccalaureate major, and the major program objectives, i.e. the knowledge and skills that students are to acquire as the result of successfully completing the program, that will enable them to fulfill the program goal(s). It is this statement of goal(s) and objectives that serves to define the program over time. The goal statement is the basis for determining whether changes to the program objectives and/or requirements can be made by the college without new approval from the Chancellor's Office, or whether such changes constitute a new program. that must be newly approved (as explained in 95 HB-I, § 5.5.1.)

On the basis of the program goals, objectives appropriate to these goals, and a program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the community colleges. The criterion regarding mission is fulfilled if the goal of the proposed program, as borne out in the program design, is either or *both*:

**Transfer:** The stated goal of the program includes (but need not be limited to) transfer. Courses required in the program are specifically designed to be transferable, not only as electives, but to fulfill the lower division requirements of a major in at least one four-year college.

General liberal arts programs also fall within the mission, even where the transferable courses required do not count directly toward any particular transfer major but where, taken together, they clearly provide a strong foundation for upper division work.

**Occupation:** The stated goal of the program includes (but need not be limited to) the preparation of students for one or more occupations specified in the goal. The objectives of the program list the main competencies students will have achieved that fulfill the needs and requirements of that occupation.

### 11. Catalog Description

Description of the program as it will appear in the catalog. This description should be consistent with the rest of the application, convey the program's goal and objectives, and suggest how these differ from the goals and objectives of other programs and what students may expect as an outcome.

Where job market data, transfer agreements, or other factors as documented in the application suggest some caveats of which students should be aware, *these warnings should be as clearly conveyed in the catalog description as possible.* It is recommended that for degrees and certificates in "high risk" occupations that are inherently competitive, low-salaried, and/or unlikely to hire inexperienced graduates that the catalog description should suggest the risks, e.g. those in the arts, some human services, and international business--or for transfer programs that are heavily impacted or that differ greatly in lower division requirements from one transfer receiving institution to another--e.g. biology or computer science.

### 12. Rationale

The rationale explains at a general conceptual level what role the proposed program, given its stated goals and objectives, would fulfill in the curriculum. It should include some history of how the program proposal came about, what is unique about it, why it is critical, why it is especially appropriate for the region and for the college, the nature of the community support for it and so forth. These explanations should be related to the overall plan for the college, other new program developments, and the specific needs of that community, mission of the college, and/or opportunities to serve. Item #12 should be used to justify program objectives or the inclusion of a given course as a requirement, etc.

This narrative provides an essential context to reviewers. It is the place for colleges to explain special considerations and to make a case for a program that justifies the use of alternative documentation where the usual documentation would be misleading or inconclusive or is simply not obtainable.

It is not necessary to repeat here information covered elsewhere, as long as it is *clearly* cross-referenced to a page numbered in proper sequence and a paragraph or section number, and, in the case of references to minutes, with the relevant section highlighted.

**NEED**

**Is there a demonstrable need for a course or program that meets the stated objectives at this time and in the region the college proposes to serve with the program?** *(95HB-I, § 3.2)*

The items listed below provide the documentation to support the rationale for the proposed program. Taken together this documentation should show that the number of students who are likely to enroll in the proposed program will be sufficient to support it. It should also show that there are solid grounds for expecting that the employment, advancement, and/or transfer outcomes promised by the title and catalog description for the proposed program will be realized by students who expend the resources to successfully complete its requirements, given the anticipated number of enrollees.

### 13. Enrollment Projection Data

These data may be based upon enrollment in current courses and/or a survey of prospective students. In the case of a survey, the survey questionnaire, itself, as well as a description of population surveyed and survey results should be included in this documentation.

A student enrollment survey should not simply establish "interest" but the degree of *commitment,* i.e. the likelihood that students will actually take the required courses and complete the entire program. It should also seek information regarding the time frame within which students would want to be able to complete the program and their plans for entering the field or transferring in the major.

If the field is one that is highly competitive or insecure, or is one that begins or remains with low salaries, the survey questionnaire should *make that fact clear* to those whose interest in pursuing the program is being surveyed.

### 14. Place of Program in Curriculum/Similar Programs

What related programs are there in the college? What need will this one fulfill that those programs do not? Will there be courses in common? Will this program pull students from them? Will it accommodate an overflow or provide for a different type of student? Will students wish to/be able to move between the programs? Will programs share resources?

Explain how, if at all, this program makes new or more productive uses of existing resources, and/or builds upon existing programs or services, establishes a new direction for the college, or similar points. This section should be closely related to

the rationale, but should be more specific with respect to other program offerings, numbers of students, equipment availability etc. If this program is related to the ending or scaling down of other programs, this is the place to provide details.

Clarify how existing faculty will be used, showing in particular that the program will not depend solely on adjunct faculty and that full time faculty will not be overextended. *(Or these matters can be explained in Item #32.)*

### 15. Similar Programs at Other Colleges in Service Area

Under this item, describe all similar programs in colleges within commuting distance of college. A brief description of each program, or photocopied pages from other colleges' catalogs, is sufficient. A narrative explaining similarities and differences, and why another program of this type is needed in this region at this time is most helpful to the reviewers of the program in determining that there is local need for the program.

If the proposed program would have a different emphasis from programs offered elsewhere, targets a different market, is likely to be closer to the "state of the art" in the field, or is otherwise likely to be stronger, and/or if the college's existing mission, expertise or resources are especially well suited to development in this area, this case should be made in the rationale and may be documented here in more detail.

In most instances a college proposing a new program needs to make a convincing case that the existing capacities of other colleges are already being fully used and that there is an excess enrollment demand. *The analysis should show that there is a net demand in the job market capable of absorbing the numbers of additional students that the proposed new program would be graduating into this job market.* Where these data are unavailable, irrelevant, or misleading, a compelling rationale must show that the program is needed, nonetheless.

Evidence that program developers have been in communication with existing programs and have used this information to help design the proposed program should be provided here. When two or more colleges in the same region are seeking approval for new programs of a similar sort at or near the same time, evidence of collaboration becomes especially important.

### 16. Labor Market Information *(LMI Data)*

The US Department of Labor Occupational Employment Statistics (OES) Survey is conducted in each county in California. It surveys medium to large employers in established industries and publishes labor market data by county. OES includes

some 750 occupational categories. For those categories that require up to 2 years or more of training, including lower division programs for four year baccalaureate occupations, the OES codes have been matched to California Community College TOP codes to create the Labor Market Information or LMI system.

The LMI system provides five year occupational demand data by county on established occupations, i.e. those that have OES codes and that serve medium to large employers. The system also provides occupational supply data based upon actual or projected program outcomes. The LMI system is maintained by the state Employment Development Department (EDD) and partly funded by community colleges to aid in their planning of programs and in their reporting upon outcomes.

In the Education Code, LMI data are specifically required for new program applications, where appropriate:

> **To the extent possible, the [labor market] study shall use the State-Local Cooperative Labor Market Information Program established in Section 10533, or if this program is not available in the labor market area, other available sources of labor market information. The study shall include a California Occupational Information System [OES] supply analysis of existing [programs]. [Ed.C./§78015]**

**LMI data are available from:**

**State/Local Labor Market Information**
**Employment Development Department**
**Building 1100**
**7000 Franklin Boulevard**
**Sacramento, CA 95823**

For proposed new vocational programs whose goals properly fall within an OES code *(as reported in Item #7)*, LMI market data for the county(ies) served by the college, for that code, should normally be reported under Item #16.

Local, industry, business, or federal statistics may also be used to document the need for a vocational program. Such statistics should be related as carefully as possible to the local situation.

### 17. Job Market Analysis

Section 55130(b)(6)(C) of Title 5 requires a college seeking approval of a new program to show the **"[r]elation of the proposed program to [a] job market analysis".**

This item fulfills that requirement. The job market analysis should present evidence that there is a viable job market that will *preferentially* hire those graduating with the proposed degree or certificate.

Questions that could be addressed in such an analysis include:

*Net* Job Market

- Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates, *taking account of the numbers of graduates available from similar programs within the same geographic region as program graduates will be seeking employment?*

- Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?

Earning Potential

- How much over minimum wage is the initial salary ?

- What is the average percentage of salary increase in 2 years? 5 years?

Program Credibility/Career Potential

- Is there sufficient evidence that employers would preferentially hire or promote graduates with this education, other things being equal?

- How likely is it that employees with only the education provided by this program, and lacking experience, will be hired at all? Or that experienced employees with only this education would be promoted?

- If advanced degrees are typically needed for career advancement, will the courses required for this program *transfer* towards completion of the requirements for those degrees?

- Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career? Does it use "applied academics," aiming for integration of liberal arts and occupational or pre-professional education wherever possible?

- Does this preparation provide a significant secondary expertise to primary careers? Is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?

- Does it prepare students to work in an ethnically diverse workforce and an ethnically diverse, global market?

***Emerging Occupations:*** Where job market data are not available or are not appropriate for a new occupational program in an area of emerging social need or technology, it becomes important to provide a careful analysis and explication of the specific demands of this new occupation. It is in anticipating emerging demands that colleges can play an essential leadership role, but can also most readily be misled as to the actual job requirements or prospects in a field and thus inadvertently mislead students.

A carefully designed employer survey can elicit documentation of the fact that (a) employers share the college's assumption as to where the field is going and what skills this emerging industry will require of employees and (b) will recognize the value of the proposed degree or certificate in their hiring or promotion.

***Competitive Fields:*** Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations--often in the arts and entertainment--it is talent rather than education that is the bottom line in hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify, develop, and demonstrate the presence of talent can still be justified when few programs of similar quality exist in the service area.

***Supplementary Occupational Skills:*** Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design including the sequencing of courses, should fit the needs of students likely to be already employed by building on their prior experience and spacing course requirements to accommodate probable student scheduling constraints

***Small Businesses or Cottage Industries:*** Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet these are a source of employment for an increasingly large proportion of the workforce and constitute a legitimate vocational goal for a community college program, especially in rural areas. An application for approval of a program designed to meet the needs of such students should show a careful analysis of their needs and of the market within which they must compete, and relate this analysis to the design of the program.

### 18. Employer Survey

A survey of prospective employers in the geographic region within which students will be seeking employment must be included or else an acceptable explanation should be provided as to why such a survey is not included. A "prospective employer" is a company that employs people in positions requiring the skills that it is the objective of the proposed program to provide.

> The survey should address to what extent the proposed degree or certificate, with its stated objectives and proposed courses, will be valued by prospective employers. In communicating with survey respondents, the questionnaire should convey as much information as possible regarding the intended program design, with the proposed equipment, facilities, work experiences proposed, and/or faculty qualifications. The survey can then be used to determine whether, *on that basis, the employer would preferentially hire someone with such a degree or certificate over someone without it, other things being equal.*

Finally, and most importantly, the survey should determine the extent to which prospective employers expect to be hiring (or promoting) in the demand region over the next five years. Program applications will be evaluated in terms of whether the case was made that the *net* number of job openings that employers are planning to fill--annually and over the next five years-given turnover, growth, etc., *will be equal to or greater than the number of students the program will graduate per year,* after taking account of the number of graduates from similar programs in other institutions who will be entering the job market within the geographical region from which employers are being surveyed.

### 19. Explanation of Employer Relationship

Where a college is seeking approval for a program of *limited* duration to be provided to one industry, associated primarily with a given employer, and is working closely with that one employer in developing the program, enrolling students, and acquiring the equipment, etc., an explanation of that relationship should be provided. The name of that employer should be included in the planning summary. *(See Item #7, "Name of Employer".)*

An explanation of how the open enrollment requirements for California community college courses will be observed in this context must be included in this discussion.

### 20. List of Members of Advisory Committee

This item should identify whether the proposed new vocational or vocational and transfer program has an advisory committee made up of typical employers,

discipline faculty from transfer institutions, entrepreneurs, or others qualified to carry out the functions explained in Item #21, below.

Submitted documentation should include:

***Vocational Programs***: The list of advisory committee members should include their job titles as well as their affiliations and an accompanying explanation should make clear that they represent those within the industry who would hire graduates of the proposed program.

***Pre-Professional and other Pre-Major Transfer Programs:*** For occupations that have a career ladder that requires the baccalaureate or higher, the list of advisory committee members should include faculty from a receiving transfer institution in the discipline within which the proposed program falls. If not, an explanation should be provided regarding the reasons for their omission and how else the issue of transfer and upward mobility is to be addressed.

### 21. Minutes of Key Meetings/Recommendations

In this item, *highlight* portions of the minutes that deal with substantive issues of program need, objectives, design, resource requirements. Suggestions noted in these minutes, questions or concerns raised, and decisions recorded should be specifically addressed in the application, either in the rationale at the beginning of the application, in a narrative following the minutes, or in the specific parts of the application where the matter is relevant.

### 22. Recommendations of Regional Occupational Deans

Include either a letter from the regional occupational deans or highlight that portion of minutes of a regional occupational dean's meeting in which the proposed program was voted upon. This item should include an explicit recommendation by the regional deans regarding the TOP code, to be recorded in the first space under Item #7.

## QUALITY

**Are the objectives of each required course clearly necessary to meet the stated goals and objectives of the program?**

**Are they sufficient? Will the successful completion of the work as laid out in the outlines of record submitted for each course required in the program, and in the required sequence, be sufficient to enable students to acquire the knowledge and skills specified in the stated program objectives and to fulfill the program goals for the occupation(s) and/or baccalaureate major specified in the application?**

### 23. List of Required Courses

A list must be submitted of all courses required for completion of the program, as they will appear in the catalog, including general education and restricted electives, with the number of semester units.

Taken together, successful completion by students of the set of courses required for the program must be sufficient to enable them to fulfill the program goals and meet the program objectives. Courses should be required that will assure *the college level communication and analytic skills* that will generally enable the graduating student not only to do well in transfer courses, if that is their goal, but also to participate as a full team member in a company, maintain currency in rapidly changing fields, and advance in their chosen occupation over a lifetime.

In order to minimize credit loss for students who may decide upon a baccalaureate at some later time, required courses should be transferable wherever possible.

The set of requirements should reflect the thinking of the advisory council, as indicated in the minutes of that council (see below), or the college should explain its departure from those recommendations by reference to the rationale in Item #10.

The number of units, specific course requirements, design of individual courses, and the sequence of the courses should, taken together, be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. Any *associate degree* program must also account for *general education requirements* in the overall program description and sequencing.

### 24. Outlines of Record for *All* Required Courses

*All courses required in the program must be included in the package*, whether existing or newly designed. For *associate degree* programs an example of at least one course for each of the general education areas specified in T.5/§55806 must be included. For *restricted electives*, the Outlines of Record must include all of the courses from among which students may select the courses they will use to fulfill that requirement.

> Note: *Outline of Record vs. Syllabus:* A course syllabus controls instruction in one section of a course, and reflects the work of one instructor. The Outline of Record controls instruction across all sections in a given course, regardless of instructor; it provides one set of standards that many different sections can and must meet.

From the objectives in the Outlines of Record for each required course, it should be evident how each required course, taken in the required sequence, furthers the overall program objectives. If this relationship is not evident for a given course, its relationship should be fully explained in the rationale, Item #10.

Each Outline of Record submitted with the new program application must meet the standards described in 95 HB 3 and 4. See Appendix B, the checklist that is used by the Chancellor's Office to evaluate program applications.

### 25. Diagram of Proposed Sequence

Include a flowchart, table, or diagram that will enable reviewers to visualize how the course sequences and prerequisites fit together, to determine that the sequence of courses is reasonable, on the face of it, and that they are arranged so that a full-time student could complete a *degree* program in two years or a *certificate* program within the number of semesters normally needed to complete the total number of units required for the certificate, by a full time student.

Where it is the case that the objectives of the program are best fulfilled by requiring courses in a particular sequence (or simultaneously), then *mandatory prerequisites (or co-requisites)* may be set pursuant to T5/58106. The outlines of record submitted for these courses should be written in such a way as to substantiate the need for such a required sequencing of the courses.

## 26. Program Evaluation Plan

If the college has a standard evaluation plan, please include a copy of that plan (unless it is too bulky, in which case a summary will do). Please explain *how often* the proposed program would be reviewed using that plan, and *what will be done* as a result of the information thereby gained.

If the college has no such standard practice, this section should indicate how the requirements of Ed §78016 and federal Vocational and Technical Education Act (VATEA) evaluation requirements will be met, if these apply. It should also be noted that *Title 5 §51022 sets the existence of program review procedures as a minimum condition for the receipt of state funding.*

Among the items that could be included in the evaluation plan are:

- Fiscal viability of the program

- Adequacy of facilities, equipment, and library and learning resources collection in extent, currency, accessibility and quality

- Curriculum:
  1) Courses are current with respect to new developments in the field and improved teaching methods

  2) The set of requirements is complete, appropriate, and sequenced as effectively as possible, given the objectives of the program

- Faculty & Instruction:
  1) Faculty possess the appropriate credentials or other qualifications
  2) Proportion of part-time to full-time instructors is acceptable
  3) Faculty workload is acceptable
  4) Faculty syllabi and actual instruction are in accordance with the outlines of record
  5) The most effective teaching methods are in use
  6) Faculty evaluations are regularly and properly conducted

- Outcomes
  1) Number of students enrolling in and completing the program
  2) Number of students transferring and their subsequent grade point averages and retention rates
  3) Number of students working in the field after completion of at least one A-C level course (SAM Code) in that field
  4) Satisfaction measures among employers of students who complete vocational programs in the field of employment

### 27. Transfer Articulation Agreement

Title 5 requires the governing board of each college district, as a minimum condition of the receipt of state funds, to:

> **"[F]ile with the Chancellor and carry out its policies and procedures to provide that its courses and programs are articulated with proximate four year colleges and high schools." T.5 /§51022b**

In addition, Senate Bill 121, the "Transfer Bill" requires each "discipline" to be articulated in each community college with three UC and five CSU campuses. *(See Ed.C. §66740 in 95 HB-I, § 4.7)*

The college should submit a copy of any agreement articulating the completion of lower division requirements in the major with whatever transfer institutions are listed in the planning survey.

### 28. Other Transfer Documentation

If a transfer articulation agreement is not available, other kinds of documentation that can be used to this end are:

- A *proposed* articulation agreement and plans for achieving it
- Photocopies of major requirements at least three public universities in California showing the similarity of lower division requirements, with explanation of any discrepancies
- A summary of standards for lower-division preparation in this discipline published or endorsed by relevant professional bodies
- A list of four-year college faculty from transfer institutions, knowledgeable in that discipline and/or representatives of the profession, who have been involved in helping to create or review the program design
- A plan for how students can gain transferability of non-articulated courses through a testing process or some other way in which the credits earned by students in the new program can be protected

The documentation should show a good-faith effort on the part of the college to assure that, as far as possible:

- Every course required of students will count not only in transfer, but specifically toward completion of a major after transfer
- Courses required in the lower-division program will not have to be repeated in upper division
- All major requirements usually fulfilled at the lower-division level can be fulfilled at the community college

The documentation submitted should address not only the needs of students who plan to transfer, but also those in occupations who may subsequently need a baccalaureate. *Even in occupational programs, all courses that can be made transferable without compromising their occupational usefulness should be so.* Such courses include not only those required in various pre-major transfer programs in the Liberal Arts and Pre- or Para-professional programs, but also courses in programs in trade and industry may have a potential for transfer into upper division majors in industrial engineering, architecture, etc. at some colleges.

## FEASIBILITY

**Can the college commit the resources necessary to support the program at the level of quality presupposed in the program design, for the proposed numbers of students, and offer it with sufficient frequency to meet the program objectives and enrollment projections?**

Title 5/§55130(b)7 requires the Chancellor's Office to determine that a college proposing a new program has the resources to offer that program with respect to Items #29-32. The documentation included in the application should be sufficient to enable the Chancellor's Office to determine that the college has committed to the program (Item #43) on the basis of a sound estimate of the resource implications associated with these items.

### 29. Library and Learning Resources Plan

The application should include a specific statement of what the program needs will be with respect to the library and other learning resources, with a summary of the extent and currency of the holdings in this area, including print, non-print, and electronic resources. This statement of needs should be accompanied by a specific plan as to how additional resources will be accessed or acquired, including a budget. This plan should be jointly developed by learning resources staff and the instructional division originating the program proposal, as indicated by the joint signatures required in Item #36.

### 30. Facilities and Equipment

Specific needs for facilities and equipment should be detailed here with an indication of what is already available, what is part of the master plan, what is currently in some stage of acquisition, and what would have to be acquired after the program was begun.

### 31. Financial Support Plan

The sources of support for the above needs should be indicated, e.g. increased college enrollment under cap, the phasing out of another program, the donation by industry or the sharing by them of facilities, equipment, books, library collections, endowed chairs, etc.

If the new program has been developed with Fund for Instructional Improvement (FII) moneys or other special funds, such as those for employer-based training or

federal grants, these sources and any requirements that may have been set in relation to initiating the new program should be explained.

### 32. Faculty Qualifications & Availability

Resumes of the faculty who will be directing and teaching in the new program should be maintained locally in the program file, clearly indicating that the program will be adequately staffed and managed by those whose qualifications indicate adequate understanding of current knowledge and practice in the field appropriate to the program. If new faculty will be needed, or if new training will be provided to faculty who are undertaking expanded or different responsibilities, an explanation should be provided under Item #32 as to how the additional costs and/or training will be accommodated. *(See also Item #14.)*

**COMPLIANCE**

**Does the program comply with any other laws applicable to it, including federal regulations, licensing requirements, and the particular legal requirements explained in 95 HB-I, §4.8?**

### 33. Model Program Standards and Explanation

In applying for Model Approval (See Item #6), the college must reference a consortium, another college, or the professional body that developed the model standards. It is helpful to provide a copy of the model itself, or a summary or relevant excerpts. If the proposed new program departs little from the original model, that model may be incorporated as-is in a new application wherever the model addresses an item called for in the application.

In any case, the college should document the feasibility of their offering the model program as designed, and show that there is a local need sufficient to justify its establishment at this time and place. It should also justify any departures from that model to meet the particular needs of those served by the college, take advantage of the college's particular strengths, improve upon the original design, reduce costs, or accommodate other local constraints or practices.

### 34. Licensing or Accrediting Standards Where Required

The college should determine whether accrediting or licensing standards apply to the proposed program and include them, or a summary of them, in their application, together with information as to organizations or persons representing the field who may be contacted by the Chancellor's Office, if necessary. Where appropriate, the college should include a sign-off from a licensing agency. As with Item #33, any departures from the accrediting standards should be explained. The explanation should also clarify whether the college intends to function without accreditation in the area or expects to be accredited.

### 35. NCR 1000 Approval: Department of Apprenticeship Standards

A copy of the NCR 1000 form signed by the Division of Apprenticeship Standards approving establishment of the proposed program must be submitted for all other documentation in support of a proposed new apprenticeship program. Since that duplicates many of the approval issues for the Chancellor's Office, most items in the column marked "Apprenticeship" are blocked out. These forms are available from :

**Division of Apprenticeship Standards**
**Department of Industrial Relations**
**P.O. Box 420603**
**San Francisco, CA. 94142**

## SIGNATURES

All of the signatures specified on the back of the New Program Application/Report should be provided, except Item #37 can be omitted for non-vocational programs. The Chancellor's Office relies heavily upon these signatures in conducting its own review.

The purpose of the signatures is to assure that those most knowledgeable in each area on a campus have been significantly involved in the planning of the program. *The signature specifies a particular affirmation or commitment and should thus be made by the person in the specified position,* or by someone in another position that is as well or better equipped to make that affirmation or commitment.

The signature presupposes that the signatory had adequate information, adequate time to review that information, and adequate access to the process for developing and/or reviewing the program, as the basis for making the specified affirmation or commitment. If a given party has been involved in the review but is unavailable for signature at the time the college is to send in its application, an explanation should be provided and an updated signature page submitted later. If that party was not available, a qualified person designated by that party to conduct the review and sign in their stead may complete the form.

### 36. Library and Learning Resources

The process for determining the library and learning resources necessary to support the program as designed should involve a close partnership between the originating faculty and the library and learning resources staff. The signatures of the originating faculty (or division/department) and the library and learning resources manager affirm the collegiality of this process and the status of the resources proposed in relationship to program needs.

### 37. Occupational Advisory Committee Chair, Dean and Regional Chair

For vocational programs, it is essential that it have been designed in close cooperation with the industry it is to serve. The signature of these two parties is meant to assure this fact. (See also Items #20-22.)

Also for vocational programs only, the signature of the Chair of the Regional Occupational Deans should be included here, and if it is, Item #21 need not be included. *If Item #21 is included, the signature need not also be included here.*

### 38. Curriculum Committee Chair, Chief Instructional Officer, & Senate President

These signatures, as explained, affirm that the standards of CCR Title 5 §55002 and 55805.5 are met, together with any applicable transfer or licensing standards....**An associate degree credit course is a course which has been...recommended by the college and/or district curriculum committee and approved by the district governing board.... [CCR T5 §55002a]**

The courses for a new program, even existing courses, should be reviewed anew in connection with a new program application and recommended for approval for that purpose by the curriculum committee. *(See item #24 and 95 HB-I, and Appendix B)*

The college is also responsible for identifying where specific licensing or accreditation standards apply and determining that they have been met. (See Item #34.)

Ideally, the curriculum committee and the instructional office have also had a role in determining that the resource requirements necessary to conduct the program at the level of quality proposed have been adequately described. (See Items #29-32.)

The signature of the *Curriculum Committee Chair* affirms that state standards as explained in this Handbook have been adhered to in the committee's review and approval of the program proposal. The signature of the *Chief Instructional Officer* affirms that the college's need for the program, relative to other curricular needs and the required resources, has been demonstrated and that any other applicable local standards or procedures have been fulfilled.

### 39. Chief Executive Officer

This signature affirms that:

a. All standards in this Handbook have been adhered to.
b. The college can provide the qualified faculty, the essential facilities, equipment and media resources necessary to offer the courses required in the program as frequently as is presupposed in the program design.

### 40. Chief Executive Officer of the District

This signature affirms that the local governing board has approved the program, as required by law: **The governing board of each community college district shall... approve courses of instruction and educational programs [Ed.C. §70902(b)(2)]**

### 41. Address Labels

Final Notice is sent to the college president; interim notices to the college's Chief Instructional Officer. List here the names of any others should receive copies of these notices and for whom two sets of address labels are included in the application.

## CHANCELLOR'S OFFICE ACTIONS

*The gray areas of the form are not to be filled out by the college. These areas are used by the Chancellor's Office to notify colleges of actions regarding their applications.*

### Interim/Final DETERMINATION

If an interim notification is required, this form is copied, "Interim Notice" is checked, and the form is sent to the college part way through the process.

At the end of the process this form, the spaces to indicate Chancellor's Office action(s) and "Final Notice" are checked and the form is sent as the Final Notification. Once so checked, and signed by the Dean of Curriculum and Instructional Resources, this form constitutes the *documentation of approval* or other action. Although newly approved programs are recorded in the Inventory of Approved Degree and Certificate Programs maintained by the Chancellor's Office, this Final Notification should be *carefully maintained by the college* as backup documentation in the event of an audit or other question.

**Approved with Commendation**
The program is approved *(see below)* and the program application is regarded as exemplary in its objectives, design, and/or supporting documentation.

> *Note: The Chancellor's Office may share such commended program applications with other colleges seeking models unless the college writes the Chancellor's Office requesting that the application not be so used.*

**Approved**
The program is authorized at the level indicated in the box(es) checked at the bottom left of the page, as of the effective date indicated on the form. Details as to the scope of authority associated with the approval of a new program are provided in 95 HB-I, § 5.3 , under "Authorization to Offer a New Degree or Certificate Program".

**Approved Conditionally**
The college is given a limited approval. During that time, the college may obtain a full approval of unlimited duration by fulfilling whatever conditions are specified by the Chancellor's Office on the back of the Final Notification or in an letter accompanying that notification.

**Termination Date**
The date after which a college may no longer require courses which were authorized under a *limited* degree or certificate approval nor award that degree or

certificate to students other than those who were enrolled prior to this termination date. This space is left blank on notifications of full authorization.

**Transfer Program Recorded**
The new transfer program has been recorded in the Inventory of Approved Degree and Certificate programs with the TOP code indicated.

**Forwarded for CPEC Review**
The California Postsecondary Education Commission (CPEC) has a statutory obligation to review proposed new program approvals from each of the three segments of higher education and is given 60 days to do so. Their particular obligation is to review new program proposals across segments in order to minimize redundancy, facilitate transfer, and assure that state priorities are met. The standards that CPEC uses are included in Appendix C.

During the review period, you will receive an Interim Notice with this item checked once your program has been submitted to CPEC with a recommendation of approval. (See Item #1 for deadlines and turn-around times.)

**Application Incomplete**
Where no information at all has been provided on an item essential to conducting a fair review, this box is checked. The missing item is indicated by a check mark to the right of that item under the "Needed" column. Where not self-evident, further explanation of the documentation needed may be provided on the back of the form or in an accompanying letter.

Ordinarily when this box is checked, *no further action can be taken by the Chancellor's Office on the program until the college has forwarded the missing information.*

**Additional Information Requested**
This box is checked by the Chancellor's Office when the application includes documentation of an item, but the information contained therein is insufficient to determine whether or not approval of the program is justified with respect to the criterion under which the item falls. The insufficient item is identified by a check mark to the right of that item on the list of documentation, placed in the "?" column and the question explained on the back of the Interim Notice.

Depending upon the nature of the additional information needed, the program may be forwarded to CPEC at the same time as the Interim Notice is sent out. If so, that box under Item #36 will also be checked. If not, *no further action can be taken on the program until the college has forwarded the additional information.*

**Revised Application Requested**
This box is checked by the Chancellor's Office when the information contained therein could justify approval of the program, but only with modifications. In that case, the Chancellor's Office checks this box, indicates the insufficient item by a check mark to the right of that item on the list of documentation, placed in the "?" column, and explains the modifications needed.

Depending upon the nature of the changes needed, the program may be forwarded to CPEC at this time also. If so, that box under Item #36 will also be checked. If not, *no further action can be taken on the program until the college has forwarded the requested or required modifications, or an explanation rejecting them or proposing alternatives.*

**Disapproved**
Based upon the information provided in the application, the Chancellor's Office cannot justify that the objectives of the program requested fall within the *mission* of the community colleges, or that a program which meets these objectives is *needed* at this time, or that the *quality* of the program as designed would enable students to meet those objectives, or that it is *feasible* for the college to offer the program as designed, or that the design is in *compliance* with other relevant laws and standards, as explained on the back or in an accompanying letter.

**Determination Delayed**
On rare occasion, an Interim Notice may be checked, "Review Delayed." Such delay is occasioned when reviewers are unable to agree upon their recommendations or when a legal or policy question regarding the application is raised. Everything possible will be done in such circumstances to act upon the application promptly. Meanwhile, the college will be kept informed and should contact the Chancellor's Office as needed for an update.

Wherever appropriate, the college will be offered a limited approval to allow it to move forward while the supplementary review is carried out. It may be the case, however, that a limited approval is not deemed appropriate. In that case, the college cannot offer the program until the matter is resolved in a way that permits the program to be approved.

**OTHER ACTION**

**Not Required**
A college requests approval for an action not requiring state approval or for a program for which, according to Chancellor's Office records, it already has approval.

**Withdrawn**
A college decides not to seek approval and requests the Chancellor's Office not to act.

**Closed**
A college has not responded to a request for a missing part of the application, for additional information, or for a revised application, for six months or more since the request and is therefore presumed to be no longer interested in gaining approval to offer the program.

**Terminated**
The time for which a college was granted limited approval has elapsed. *(See Item #6.)*

**CPEC Action**
The determination of the California Postsecondary Education Commission (CPEC) is indicated as: **Concur, Information Needed, Nonaction, or Nonconcurrence.** In the event of a *non-concurrence* by CPEC, the Chancellor's Office will ordinarily approve the program only if the college successfully answers CPEC's concerns or if the program proposal itself is modified in such a way as to meet their objections.

**Approved TOP**
This code defines the category in the Taxonomy of Programs that the Chancellor's Office has determined best encompasses the objectives of the proposed program. *(See Item #7.)*

**Effective Date**
The date at which the authorization commences. This date is normally at the time of the approval. If the approval has been delayed, then the effective date is ordinarily six months from the time the application was received.

**Authorization Granted**
A check in one or more boxes at the bottom of the column indicates which level(s) of authority has been approved by the Chancellor's Office, as defined in Item #6.

**California Community Colleges**
**Chancellor's Office**

# New Program Application
# Chancelior's Office Review Checklist

***This form will be used by the Chancellor's Office during new programs or course application review. It may also be useful as a quality control gauge to colleges preparing such applications.***

| | |
|---|---|
| **Name of Program:** | |
| **Name of College:** | |
| **Name of Reviewer:** | **Date of Review:** |
| **Recommendation of Reviewer:** | |

| Checklist Key | | | |
|---|---|---|---|
| + = | Commended | ? = | Too Little Information to determine |
| Yes = | Sufficient for Approval | No = | Insufficient for Approval |

| # | REQUIREMENTS | + | Yes | No | ? |
|---|---|---|---|---|---|
| 1. | **MISSION** | | | | |
| | *Are the objectives of the proposed program and its required courses consistent with the mission of the community colleges as formulated in Title 5/§55130(b)(5), 55180?* | | | | |
| 2. | **NEED** | | | | |
| | Is there a demonstrable need for a program that meets the objectives as stated at this time and in the region the college proposes to serve with the program? | | | | |
| 3. | **Quality** ***(See Outlines of Record Checklist, 3a-d, on next two pages)*** | | | | |
| | Are the objectives of each required course clearly necessary to meet the stated goals and objectives of the program? | | | | |
| | Are they sufficient? Will the successful completion of the work as laid out in the outlines of record submitted for each course required in the program be sufficient to enable students to fulfill the program goals and meet the state program objectives? | | | | |
| | Are the outlines of record for each course complete, rigorous, current, and effective? | | | | |
| 4. | **FEASIBILITY** | | | | |
| | Can the college commit the resources necessary to support the program for the proposed numbers of students at the level of quality presupposed in the program design and offer it with sufficient frequency to meet the program objectives and enrollment projections? | | | | |
| 5. | **COMPLIANCE** | | | | |
| | Does the program comply with any other laws applicable to it, including federal regulations, licensing requirements, and the particular legal requirements explained in 4.8 of this Handbook? | | | | |



BEST COPY AVAILABLE

## New Program Application
## Checklist for Review of Course Outlines of Record
## Criterion 3-QUALITY

| 3a. | **COMPLETE?** | + | YES | NO | ? |
|---|---|---|---|---|---|
| | Does the standard format for outlines of record used by the college require all the information specified in Title 5 for such outlines, as follows: **The Course is described in a course outline of record which shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students....§55002(a)(3)** | | | | |
| | Are the examples of textbooks, teaching methods, assignments, and evaluation prompts, etc. of sufficient substance and specificity, without being unduly prescriptive, to:<br>• Guide the planning of instruction in different sections, by different instructors, some of whom may be new, such that the objectives can be equally well met by students of each section?<br>• Enable students who read them to have a reasonable grasp of what will be expected of them?<br>• Assure that student work will be assessed at comparable levels of rigor for those enrolled in different sections of the same course?<br>• Permit the evaluation of the consistency and effectiveness of instruction in all sections of the course with respect to its agreed upon objectives? | | | | |
| **3b.** | **RIGOROUS?** | | | | |
| | Do the stated objectives of the course meet the standards expected by those who are accepting the course as fulfilling the purposes for which it is designed: including fulfilling a prerequisite for a subsequent course; meeting the general education, elective, or major requirements for the certificate, associate degree or baccalaureate; or fulfilling the requirement of the intended occupation? | | | | |
| | Does the course meet the Standards of §55002a regarding critical thinking, writing, evaluation, and grading at the college level? | | | | |
| | • Do the Objectives substantively integrate subject-specific critical thinking? | | | | |
| | • Are these subject-specific objectives carried through in each of the other components of the outline, making it clear how critical thinking will be taught, required, and evaluated? | | | | |
| | • Does the course require: ...**a minimum of three hours of work per week, including class time, for each unit of credit, prorated for short term, laboratory and activity courses?** [CCR T5 §§55002a2B] | | | | |

**New Program Application**
**Checklist for Review of Course Outlines of Record**
## Criterion 3-QUALITY

| 3b. | **RIGOROUS?(cont.)** | + | YES | NO | ? |
|---|---|---|---|---|---|
| | • Does the Outline of Record provide a basis for determining comparable faculty and student achievement across sections? I.e. Does the outline of record indicate how the course will provide for: **"...measurement of student performance in terms of the stated course objectives ...culminating in a formal, permanently recorded grade based upon uniform standards...? [T.5 §55002(a)(2)(A)]** | | | | |
| | • For a college level course, does the outline of record show that the grade a student earns will be: **"..based on demonstrated proficiency, at least in part, by means of essay, or, in courses where the curriculum committee deems them to be appropriate, problem solving exercises or skills demonstrations by students" [T5/§55002(a)(2)(A)]** | | | | |
| | • Are these examples of evaluation methods substantive and course-specific enough to show how students will demonstrate fulfillment of the stated objectives of the course, especially as they apply to critical thinking? | | | | |
| 3c. | **CURRENT** | | | | |
| | Do the course content, textbooks, software, adapted equipment, and other materials, including library assignments, represent current or emerging knowledge and practice? | | | | |
| 3d. | **EFFECTIVE** | | | | |
| | Are the course objectives comprehensive enough that it is possible to trace the reason for *each* of the course specifications by reference to at least one course objective? Is each objective implemented in at least one course specification? | | | | |
| | Are the course specifications *sufficiently coherent?* I.e.,**"Taken together, [will] these course specifications...typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.? " [T.5/§55002(a)(3)]** | | | | |
| | **That is, of these items required by law *can it be said that*:**<br>(a) The stated *evaluation methods* adequately indicate fulfillment of the course objectives as stated; *and* | | | | |
| | b) The presentation to be made by the instructor,<br>(i) of the required *content*<br>(ii) in the required sequence (if any) and<br>(iii) in the required amount<br>(iv) with whatever *instructional methods* the instructor must employ; *and* | | | | |
| | (c) The completion by the students<br>(i) of the *assignments*<br>(ii) to the required standard,<br>(iii) using the required *materials,*<br>(iv) in the specified instructional *setting,*<br>(v) with the specified *equipment* | | | | |
| | d) Are sufficient to enable<br>(i) those students who would originally have been unable to do so<br>(ii) to *meet the course objectives*<br>(iii) as indicated by the specified *evaluation* process<br>(iv) by the end of the course? | | | | |

# CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
## The Commission's Role in the Review of Degree and Certificate Programs

## II. Guiding Principles

In a system of postsecondary education consisting of a diversity of institutions offering a wide range of programs and services, the review of plans and programs must be guided by a concern for the broad public interest. It must encourage programs that will increase the knowledge and skills of individual citizens and be accessible to everyone with the ability and desire to benefit from them. It must support programs and activities that promise to advance the frontiers of knowledge. And it must seek to foster quality within each segment and institution, preserving institutional identity, initiative, and vitality in the process.

At the same time, it must be alert to possible unnecessary duplication of effort, excessive costs, and inefficiencies in the allocation of resources.

As defined in statute, the Commission's role in the review process is advisory. The Commission's recommendations will be based on criteria which, to varying degrees, should guide the process at all levels. While all of the criteria listed below must be taken into account, they cannot be assigned fixed weight in determining the need for every degree or certificate program. The criteria to be employed by the Commission in defining the public interest as it relates to academic and occupational programs, not necessarily listed in order of importance, are the following:

1. **Student Demand**

Within reasonable limits, students should have the opportunity to enroll in programs of study in which they are interested and for which they are qualified. Therefore, student demand for programs, indicated primarily by current and projected enrollments, is an important consideration in determining the need for a program.

2. **Societal Needs**

Postsecondary education institutions bear a responsibility to fulfill societal needs for trained manpower and for an informed citizenry. Even though projecting manpower needs is far from being an exact science, such projections serve as one indication of the need for an existing or proposed program. As a general rule, employment prospects for graduates constitute a more important consideration in those programs oriented toward specialized occupational fields; with certificate or associate degree programs, the local employment market tends to be more significant than in the case of graduate programs where the state and national manpower situation assumes more importance.

Recognizing the impossibility of achieving and maintaining a perfect balance between manpower supply and demand in any given career field, it nevertheless is important to both society and the individual student that the number of persons trained in a field and the number of job openings remain in reasonable balance.

**3. Appropriateness to Institutional and Segmental Mission**

Programs offered by any institution within a given segment must comply with the delineation of function for that segment set forth in the *California Master Plan*, as well as with its own statement of mission and special emphasis approved by the segmental governing body.

**4. The Number of Existing and Proposed Programs in the Field**

An inventory of existing and proposed programs, compiled by the Commission staff from the plans of all segments of postsecondary education, provides the initial indication of apparent duplication or undue proliferation of programs, both within and among the segments. The number of programs alone, of course, cannot be regarded as an indication of unnecessary duplication. Programs with similar titles may have varying objectives; the regional distribution of programs in public institutions is a consideration; and the level of instruction is a factor. In general, each program should be evaluated in relation to all other programs in the subject in order to ascertain if the program under rev ew represents a responsible use of public resources.

**5. Total Costs of the Program**

The relative costs of a program, when compared with other programs in the same or different program areas, constitute another criterion in the program review process. Included in the consideration of costs are the number of new faculty required and the student/faculty rations; and the equipment, library resources, and facilities necessary to conduct the program. For a new program, it is necessary to know the source of the funds required for its support, both initially and in the long run.

**6. The Maintenance and Improvement of Quality**

The public interest demands that education programs at all levels be of the highest possible quality. While primary responsibility for the quality of programs rests with the institution and the segment, the Commission, for its part, is interested in indications that high standards have been established for the operation and evaluation of the program,. In the process, it is necessary to recognize that a proper emphasis on quality may require more than a minimal expenditure of resources.

**7. The Advancement of Knowledge**

The program review process should encourage the growth and development of creative scholarship. When the advancement of knowledge seems to require the continuation of existing programs or the establishment of programs in new disciplines or in new combinations of existing disciplines, such considerations as costs, student demand, or employment opportunities may become secondary.

# DELEGATION CHECKLIST

***This Form should be completed by college personnel and submitted to the Chancellor's Office annually according to a schedule to be published during 1995.***

| **College Name:** | **DATE:** |
|---|---|
| **Name of Chief Instructional Officer** | **Name of Academic Senate President:** |
| | |
| ***Signature of Chief Instruction Officer*** | ***Signature of Academic Senate President*** |

| | |
|---|---|
| ***First Condition*** | **KNOWLEDGE on the part of all faculty and staff charged with curriculum review, of state standards and requirements for curriculum review and approval, and of the information in this Handbook, addenda, and related materials on curriculum design and instructional methods.** |
| ❑ | ***Availability of Materials*** This Handbook and/or locally developed handbooks or other materials are readily available to all those responsible for reviewing and recommending or approving curriculum. Local materials incorporate complete and correct explanations of the state standards as covered in the current version of the Curriculum Standards Handbook and addenda. |
| ❑ | ***Reviewer Training*** As indicated in records maintained by the college, the training afforded the reviewers at a minimum includes current state standards, intersegmental expectations, and standards of good practice covered in the current version of the Curriculum Standards Handbook and addenda. |
| ❑ | ***Updates & New Reviewer Orientation*** Maintained records also indicate that reviewers are regularly updated and new reviewers are provided with appropriate materials and training. |
| ***Second Condition*** | **PROCEDURES employed by the curriculum committee and in other phases of the local curriculum development and approval process assure that standards will be applied with consistency and rigor to different cases, based upon input from all appropriate parties.** |
| ❑ | ***Identification of Reviewer Roles*** The roles and functions of all who review and recommend curriculum, including both curriculum committee members and those who are part of the process, even when not on the curriculum committee, are identified in the college handbook and are trained on this material wherever it falls within their responsibilities. |
| ❑ | ***Course Review Materials*** Handbooks, checklists, sample outlines, and other aids used in the approval of courses correctly embody the five criteria for Chancellor's Office approval defined in Volume I and in:<br>♦ CCR §51022 Instructional Programs<br>♦ CCR §55002 Standards and Criteria for Courses and Classes<br>♦ CCR §55805.5 Types of Courses Appropriate to the Associate Degree<br>♦ CCR §55182 On the Reinstatement of Deleted Courses |
| ❑ | ***Locally Developed Course Standards*** The materials provide the definitions mandated in CCR §55002 to local curriculum committees. They explicitly define and/or operationalize 'critical thinking' and 'college level'. Insofar as possible, they also explain when a degree credit course is sufficiently independent of reading or calculation skills as not to be covered by the requirement for essays or basic skills prerequisites (per CCR 55002) |

# DELEGATION CHECKLIST
*(Continued)*

| Second Condition | **PROCEDURES** employed both by the curriculum committee and in other phases of the local curriculum development and approval process assure that standards will be applied with consistency and rigor to different cases. (CONTINUED) |
|---|---|
| ☐ | ***Formats and Instructions*** Formats used for presenting course Outlines of Record or new programs assure that all components required in law are addressed. Forms require enough detail that the adequacy of each component may be fairly assessed and instructors and students using Outlines of Record may readily understand what is expected of them. Instructions for completion of course outlines and new program applications are complete and accurate. |
| ☐ | ***Approval Process*** The local handbook or other materials clearly explain the process for new course and program approval including who is to be included, the criteria to be used, what information is to be supplied, the reasons for the required information, and the time frame. |
| ☐ | ***Cross Discipline Review*** The process provides for input from those with discipline-specific expertise, resource expertise, and those outside the discipline who are affected by the course, such as instructors in courses specified as a prerequisite to the course in question, or who teach in a degree or certificate program serviced by that course, or who are at transfer institutions. |
| ☐ | ***Time Allowance*** The time frame is sufficient to allow those included in the process to apply the standards responsibly. |
| ☐ | ***Committee Composition and Charge*** The curriculum committee is constituted according to CCR §55002(a)1, is charged with determining the approvability of courses and otherwise affords faculty the scope of responsibilities mandated in CCR §53200, §53203, and §55002. |
| ***Third Condition*** | **CURRICULUM** ***Course Outlines of Record are in compliance with the criteria and standards specified in Sections 3 and 4 of the Curriculum Standards Handbook.*** |
| ☐ | ***Availability of Outlines of Record*** Outlines of Record on file at the college are current, are routinely distributed to faculty assigned to teach the courses they govern, and are made available to students. |
| ☐ | ***Frequency of Curriculum Review*** Outlines of Record are reviewed frequently and thoroughly enough to assure rigor, effectiveness, and currency in the curriculum and continuing conformity with the standards defined in this Handbook and its updates. Prerequisites are reviewed at least every six years. |
| ☐ | ***Outlines of Record in New Program Applications*** Outlines of Record included in applications for the approval of new programs, when submitted to the Chancellor's Office for approval, are judged to be an acceptable part of the application, relative to the general standards for courses explained in Sections 3 and 4 of this Handbook. |
| ☐ | ***Intersegmental Review Results*** General education courses submitted for intersegmental review in connection with the Intersegmental General Education Transfer Core or Executive Order 595 of the California State University system are usually accepted. |


BEST COPY AVAILABLE

# Examples of Program Modifications and New Programs

## NON-SUBSTANTIAL MODIFICATIONS

**Changes to existing programs covered under the prior approval of an existing program and NOT requiring application to the Chancellor's Office for approval of a new program.**

*The following examples suggest the types of changes that are permissible under the general obligation of a college to maintain the currency and continuously improve the effectiveness of educational programs, with respect to the goals for which the program was originally approved:*

- Fundamentally revising the curriculum and changing the program name of, for example, Secretarial Studies, Hotel Management, Auto Body Repair, or Drafting to reflect shifts in the industry based upon the adoption of technology
- Changing the emphasis in Journalism from print media to computer media and changing most courses accordingly
- Changing core course emphasis in Biology from studies of whole organisms and taxonomies to studies of molecular biology
- Combining CAD and CAM programs and changing the title of the Degree or Certificate to reflect the integration of those occupations occurring in the field.

These examples are meant to be illustrative only. The list is certainly not exhaustive of cases that would fall under this obligation. Nor, on the other hand, would all cases of the sort mentioned necessarily fall under it.

## SUBSTANTIAL MODIFICATIONS

**Changes not covered under the prior approval of an existing program and requiring application to the Chancellor's Office for approval of a new program.**

*The following examples suggest the types of changes that go beyond the general obligation of a college to maintain currency and improve the effectiveness of educational programs, in that they define or are designed to meet a different set of goals from those for which the program was originally approved.*

The approval questions that the substantial changes in the following examples would raise are included in *italics:*

- Combining existing courses in arts and humanities, social services, and biology, women's and ethnic studies to create a new Associate Degree in Women's Studies. *Would it meet the lower division requirements of a transfer major?*

- Adding an occupational certificate to a transfer broadcasting program. *Is there a viable job market?*

- Reducing the number of required courses for Industrial Supervision and splitting one program into two shorter term certificates, one in Quality Control and one in Industrial Relations, in order to attract more enrollments. *Will each of the new shorter certificates be adequate to the needs of the intended job market and will it have credibility in that market?*

Under such circumstances, the italicized questions would have to be addressed by the college, but if the resulting certificates were each under 18 units, they would not have to be submitted for Chancellor's Office approval.

- Instituting a new certificate in Restaurant Management, Photography, or any other specific industry that requires specialized expertise among faculty, new kinds of equipment or facilities, etc., as part of a Business Program. *Are the existing expertise, equipment and facilities adequate to the demands of these specialized fields?*

- Creating a new Paralegal Studies from existing courses in administration of justice, political science, and word processing; or a new Graphic Arts from existing art and computer courses. *Are the existing courses adequate for the* respective job markets?

- Changing the emphasis in a Child-Care certificate from parental care at home to day care as an occupation, in the home or onsite. *How adequate is the new certificate relative to state licensing requirements? What is the local demand for services?*

- Changing the emphasis in a transfer Journalism program, and combining existing courses in art, journalism, cinema, radio, and video, to create a new degree and certificate in Media Communications, with a new "capstone" course integrating these subjects. *Will this set of requirements be adequate to the job market and yield a certificate with sufficient credibility? Will the equipment be sufficiently current and can the college afford to keep it so?*

*These examples are meant to be illustrative only. The list is certainly not exhaustive of cases that would constitute substantial changes. Nor, on the other hand, would all cases of the sort mentioned necessarily constitute such changes. Under circumstances peculiar to a given case, that seemed similar to those listed here, the Chancellor's Office might nonetheless determine that new approval was not needed.*

The guiding principle is whether the changes are such as to make irrelevant the documentation originally submitted for approval of the existing program and thus to call into question whether one or more of the five criteria for approval (mission, need, quality, feasibility, and compliance) would still be met once the proposed changes have been implemented.